

BIOGRAPHICAL SUMMARY: Stephen S. Kanda

"At that time, I thought I was very fortunate, you know. I don't know whether I told you or not, but when I got the principalship [of Hilea School], very few Japanese were principals. My father told me, 'Don't quit. Don't quit, because you have to consider the social standpoint, and let them know that the Japanese are just as good as any other nationality.'"

Stephen S. Kanda was born February 8, 1904 in Pāhala, Hawai'i. He was the fifth of eight children born to Tsurumatsu and Riso Kanda, immigrants from Japan. Kanda attended Pāhala School on the Big Island, then moved to Honolulu and attended Central Grammar School and McKinley High School, graduating from McKinley in 1924.

After completing the requirements to become an elementary school teacher at the Territorial Normal and Training School in 1926, Kanda was assigned to Hilea School on the Big Island to be the school's principal and only teacher. He subsequently became principal/teacher at Kapāpala School and Ho'okena School on the Big Island, Kilohana School on Moloka'i, and Kīpapa School on O'ahu.

Beginning in 1947, Kanda served as principal at Fern School, Kalihi Waena School, Kalākaua Intermediate School and, in 1962, Farrington High School. In 1964, he was appointed Honolulu District Superintendent in the Department of Education.

Kanda retired in 1967.

Tape Nos. 21-16-1-91 and 21-17-1-91

ORAL HISTORY INTERVIEW

with

Stephen S. Kanda (SK)

March 20, 1991

Mānoa, O'ahu

BY: Warren Nishimoto (WN)

WN: This is an interview with Stephen Kanda, on March 20, 1991, at his home in Mānoa, O'ahu. The interviewer is Warren Nishimoto.

Okay, Mr. Kanda, why don't we begin. First of all, can you tell me when you were born and where you were born?

SK: I was born in Pāhala, Ka'ū, Hawai'i—the Big Island—on February 8, 1904. And I grew up, right through, at Pāhala.

WN: What were your parents doing in Pāhala?

SK: My mother ran the general merchandise store.

WN: What was her name?

SK: Riso. And my father [Tsurumatsu] was a tinsmith, who made lunch cans and building rain gutters and all those things. He was a busy man then. So I used to help my father in the tinsmith shop. It was very interesting because my father was a very deep, community-minded man. He helped the churches, the schools, and whatnot. At that time, the picture bride system was used for the men who were in Hawai'i. So they came to my father to ask help, and he helped them get their brides from Japan. Most of the cases they, the wife and the husband, got along well. But I know of one case where the husband and the wife did not get along. And, while working, he [father] will call the person who is in trouble and talks as he works, you see. There was a lady who couldn't get along very well [with] the husband. And she was a very beautiful lady. One term he used, in Japanese, interpreted was this, "You are like a beautiful treasure box filled with manure." (WN laughs.) And finally, the husband and the wife decided to separate. I think, he, my father, helped the wife to go back to Japan. That was the end of that very difficult life for the husband and wife.

Other than that, my father was very busy—to take care of other people who were in trouble. So he was very well known.

WN: Why did people go to your father?

SK: They came to my father because he was a community leader and he helped in practically all cases—to get married. So that's why they came. You may say that he was a busy man. Practically every night he was out on some social problem. And my mother used to get worried a great deal and used to tell me, "Let's you and I go get father so that he'll come home." And I go down and talk to father and he'll come home, see? The reason why she wanted me to go was that my father always listened to me, you know.

I helped my mother in the store because it was a busy store. I remember when I was maybe around fourth grade, I began going to the Japanese Camp to get orders. And they would order, and the next day I'll deliver, and so on. When I think of it today, it must have been a big experience. Because sometimes I had over \$300 in my pocket. Of course, this did not happen every day, because almost all of these were charge accounts, you see. But after payday, instead of the wives or ladies coming up to the store to buy, they'd wait for me to come down. When I go down, they all pay me in cash, because those days, they didn't use checks. Sometimes I had over \$300 in my pocket, you know. When I think of those days, I say, gee, boy, you must have taken a good chance, yeah?

WN: (Chuckles) What kind of things did your mother sell in the store?

SK: Rice, Japanese goods, all kinds. Grocery stuff, you know. She also sold shoes, undershirts, and those things. All the things that people wanted, she carried. And then, may I tell you that she also gave me a chance to go to a village about four miles away on a horse, take orders. This village was made up of friends of my father. Because most of them were raising cane in my father's contract. When this village—Sisal Mill, they call it. Sisal Mill is about three or four miles away from Pāhala. These people made up the members of that cane cultivation [gang]. So I go down, take orders, come back. And I give the orders to my sister. My number two sister was in Pāhala helping my mother. So she'd make all the orders correctly, and then have them ready for me to deliver the next day after school. So after two o'clock, I would go down and get those things, put 'em on a donkey. And on the horse I'd go down with all the other merchandise and deliver, you know. And after payday, they'd pay me. No checks, all money. And when I'd pass over the gulch I'd say, I hope nobody holds me up. Those were some of the experiences that I had.

On the day that I'd go down and deliver the goods, I tied my horse and the donkey in my backyard and feed them. The next morning, early in the morning, I'd take them down to a nice area, tie them up so that they can enjoy the grass, and come home. In the afternoon, I would go down to see that the horse is all right, that the water is filled and so on. One afternoon, when I went down, the horse and the donkey were gone.

I was looking all around, the gulch and everything. Just then my good friend, a taxi driver, saw me. He said, "What are you doing?"

"I'm looking for my horse and the donkey. Disappeared."

"Oh, why don't you ride with me? I'm going to Punalu'u. And you watch for the donkey."

So we went down Punalu'u and came home. Of course, this was after he got through with his business. It was dark already coming home. Then when I got to the gulch area, I saw many

people going around. So I told the driver, "Stop." There's my father and friends looking around.

I said, "What are you people doing?"

"We're looking for you! You haven't returned."

And I told myself, that's right, I should have at least called. Then about three days later, the horse and the donkey came home, you know, with short rope. And my horse had a deep cut on the side of the front leg. And I thought, chee, what happened? Then I knew somebody must have taken the horse and the donkey.

Behind my home was a plantation stable, where all the horses and donkeys will come back and whatnot. So I went to the [stable] boss and I said, "Chee, I'm in big trouble. My horse has a big cut."

He came to see. He said, "You know what you do? You bring the horse up, and I will cut the bottom of the stab, because the water is going down and the water won't run. Then the horse is going to get into trouble." So he cut that. The horse was an old horse, you know. He said, "Why don't you take the horse up to the pasture and let it go? Then I think the horse will get well."

Then I used to go up after school to see whether the horse (was) all right. And he's at one spot, every afternoon at the same spot. I gave him a little barley and whatnot and let the horse go. Then, all of a sudden, the horse did not appear. So I talked to the stable boss again as to what happened.

"Okay, let me hunt for the horse."

So, the next day he went to hunt. He says, "Your horse is dead. Don't worry, we'll take care of it. We'll bury the horse for you." So that was the end of the horse. But when I think of it, it was quite interesting, you know.

WN: So when you went to deliver the goods you rode the horse and you put the goods on the donkey?

SK: On the donkey. And then if there's extra, I put some more on the back of my horse, you know, the light stuff.

WN: How many houses---how many families or houses, you know, in your delivery trip?

SK: I would say about twelve houses, you know. And every home bought from us. No other person went. So it's a big business, you know.

WN: All Japanese?

SK: All Japanese, all Japanese. And they all knew my father and mother. I don't think we have that kind of situation today, you know, where everyone buys, you know.

WN: Were there other stores in the plantation?

SK: Yes. Our store was a general store, and the other store was Chong Store, they called it. And it was considered a plantation store. Why? Because when the plantation first started, they needed money. And they went to the manager of the store. The manager of the store was a rich man, so he loaned the money to the plantation. And because of this, in appreciation, the plantation has no store. They called Chong Store the plantation store.

WN: Oh, is that right?

SK: Yeah. But interesting thing was this. Many laborers came from the Philippines. And they used to come [to the store], and they liked my mother, so they came and they charged. The plantation was so nice, they said, "Why don't you ask them to sign the contract so that we will deduct from the payroll?" So that's what we did. So Chong Store has the same system, and our store had the other system. So we were very fortunate, you know.

WN: Did Chong Store sell the same kinds of things?

SK: Same kind, big store. But anyway, the Ilocano persons were very good, so they'd come. Whenever they want some special food, they'd ask my mother. My mother would order from Hilo or Honolulu.

WN: Now, this is Hutchinson Sugar Plantation [Company]?

SK: No, Hawaiian Agricultural Company. Hutchinson was at Nā'ālehu.

WN: Oh, okay. Hawaiian Agricultural Company. And this was what, [owned by] C. Brewer [and Company]?

SK: C. Brewer. And the manager was awfully nice, you know.

WN: Do you remember his name?

SK: James Campsie.

WN: Camp . . .

SK: Campsie. C-A-M-P-S-I-E. It was my good fortune, because the wife was my second-grade teacher. Later, after she got married, she quit, you know. But anyway, we were very well taken care of. You know, before that deduction system, they used to come and pay, see? But at that time, my second older sister was helping my mother run the store, and they [plantation] offered to deduct. She said, "Oh, sure." That's how it went.

WN: I see.

SK: So that was the store. And then, during my seventh-grade year, my mother asked me whether I would like to go to Honomū. Because the Honomū reverend, the minister, took good care of the children who boarded with him. And I told my mother, "How come you want me to go to

Honomū, when Honomū has only one school? If you send me to Honolulu, to my sister's place, there are many schools that I can choose from," you know.

"Well, if that's the case, go to Honolulu."

So after graduation [from seventh grade in 1918], I came to Honolulu. My sister and the husband had Machida Drugstore, at the corner of Maunakea and Beretania, you see. My mother wanted me to stay with them. So I came by.

WN: So prior to that, you were going to Pāhala School?

SK: Pāhala School. It goes up to eighth grade, you see. So I had to go someplace [else]. So anyway, while living over there [Honolulu], no one helped me, I had to take care of my own self. So on September 1, I had to go and select a school. I wanted Royal School, because I used to read a great deal about Royal School. I think the principal was [Cyril] Smith.

WN: What did you read about Royal School?

SK: In the [*Honolulu Star-Bulletin*].

WN: Was it good things?

SK: Good things, the way he runs it. He used to have, in the morning, a special harmonica band play *Star-Spangled Banner*. And everybody will stand, and the flag will go up and all that kind of stuff. And he had other activities for the students. I wanted to go over there, so I talked to Mr. Smith. He said, "You know, I'm sorry, eighth grade is all filled. Why don't you go seventh grade? When there's a room in the eighth grade, I will transfer you into eighth grade."

And I thought to myself, chee, I spent all the money to come to Honolulu, why take a chance? So I asked a question, "If no vacancy occurs in the eighth grade does it mean that I must repeat the eighth grade next year?"

He didn't say anything. So I said, "Well, thank you very much, Mr. Smith. I will look for some other school." Because those days, we didn't have a district type. You could go to any school you want to. So I walked out, and I asked Mr. Smith, "How I can get to the Department of Education head office?" And he told me how to get to it. The Department of Education office was located across the 'Iolani Palace. So I went over there, and I asked the people, "What other schools are there? I couldn't get into Royal School."

"Well, this afternoon all the schools will make a report. If you come tomorrow, we can tell you what school has vacancy."

I said, "Okay, thank you."

I went home. I told my older sister what happened. And she said, "Chee, that's too bad." However, I had a third sister also in Honolulu. She asked me, "How was it? Did you get into a school?"

I said, "No, I couldn't get in." So I told her what I did.

"Oh, I'll help you."

She was a graduate of Central Intermediate—Central Grammar [School], they called it. So she called the principal, she knew her. And [Mrs. Sophie] Overend said, "Send him tomorrow, we'll give him room." So the next day, I went to Central Grammar and then got in.

WN: Now, why did you want to go to Honolulu?

SK: I wanted to come to Honolulu because there are more schools in Honolulu. I can choose the school that I wanted. If it's Honomū, [there's] just Honomū. And then I thought that after I graduate, I must go to high school, and I might as well go to a Honolulu high school. You see?

WN: Did a lot of Pāhala children do that, too?

SK: No, no. Many did not. I think they went to Honomū and they went on their own. But I wanted to do it, that's why I came. After I graduated, I wanted to go to McKinley, so I went to McKinley. But before going into that, may I explain to you how I felt at Central Grammar School?

The biggest thing that I felt was that there was no ground for us to play baseball. We used to play baseball at Pāhala every recess. And the champion of the week is called the champion. And the next week we'd organize another team. And then, too, they [Honolulu children] all wore shoes. I was not accustomed to shoes. And then every grade level had its own area to go to. You couldn't play, because there was no playground. [So we'd] just sit down, talk stories and whatnot. That was the biggest thing that I used to miss.

Then, before the end of the year, we must take examination. The examination went to all the schools of the territory. And if you are at certain level, you are exempt from the examination. And to my surprise, I was exempt from English. And I thought, chee, how come a person from Hawai'i gets exempted from English? And I took the examination in mathematics and whatnot.

I went to [McKinley] High School—Mr. [Willard] Givens was the principal. And this was his first year. (The former principal) wanted the students to dress up, shoes and all. So I dressed up, too, on the first day of school. And I saw the principal [wearing] no coat, comfortable shirt, and trousers. And the McKinley High School Citizenship Club, all the members, same thing. And so I thought, chee, that's good, I don't have to wear coat. So from the next day I didn't have to wear coat. And Mr. Givens used the citizenship club to control disciplinary problems, you know. And the school was very good. So I received the program of courses, and I enjoyed my classes. My English teacher was a very good teacher, you know.

Next year, they made it on the scholastic standard basis. If you are very good, you go to only good classes. And unfortunately, I was selected as the smartest kid. So when I went to English class, good night! The class members were so smart, you know. And same thing in mathematics and everything. In English class, I was the first student next to the teacher's

desk, they assigned, you see, you don't choose.

We had Edgar Allen Poe's book. And every morning, first thing in the morning, the teacher used to give us an examination on the definition of words and whatnot. Good night! I couldn't get it right. And every day, I would get a D, and sometimes F. And I said to myself, how can I graduate like this, or be promoted?

So I went to the teacher, and I said, "I wonder if I'm allowed to drop English? Because I see I'm getting F's every day, practically."

And she said, "Have you watched other boys?"

I said, "No."

"What kind of pants do they wear? White pants. What kind of shirt? Long sleeve, white. You know why they make A's? They have all the definitions written on the sleeves and the pants."

WN: (Laughs) The teacher didn't do anything about it?

SK: No, didn't do anything. I wanted to ask that question, why don't you do something about it?

So she said, "Don't worry. You won't flunk."

I said, "Okay." Then sure enough, I got through all right. But I was thinking, why in the world she didn't say something?

WN: Yeah.

SK: (Laughs) But that was what's happening, and that was one good experience, you know.

WN: Let me back up just a little bit. If we can go back to Pāhala a little bit. Tell me something about Pāhala School, from your experiences.

SK: Pāhala School was a good school. They had a large playground. The boys all got together and chose teammates, and we played ball. During some other season, we played something else. So the recess activities were very much enjoyed, you know. But let me go back to my first-grade period. The first-grade children used to go home early. And we can walk down the street and go home. But if we do that, we'd get held up by the Puerto Rican kids, you know? They'd steal our money or something. So we began to go on the back road, where the flume is. The people who were down at the end to receive the sugarcane that flows down used to be very nice to us, you see.

WN: How far away did you live from the school?

SK: I would say good two miles, I think.

WN: Yeah?

thirteen years, thirteen people had died, including some of my students, from not being able to swim. When I got to Hilo High School, I figured, boy, if we can get a swimming pool, I'm gonna make it a rule that nobody graduates from Hilo High School until they learn how to swim.

WN: Could you do that on your own or you needed approval?

LC: Well, we worked with the—my friend, Kiyosaki, "You're going to bend the stick until you break it, bend the school code." (Chuckles) No, I worked (within the rules).

So the first year I was there [1959], I tried to get a carnival going to start a swimming pool fund. I figured, Hilo, you surely ought to be able to—with that many people—get a swimming pool. And then we can use it during the summer for recreation for the community. We had a carnival. We raised \$9000. The teachers and the staff signed a petition—I think eighty-some-odd signatures—telling me, no more carnivals, please!

(Laughter)

LC: I laughed to myself. I said, "That's okay."

Well, in the meantime, Mrs. [Edith] Carlsmith heard that we had tried to raise money for the swimming pool. And I explained to her why we needed it, you know, and that they were into scholastic competition. And I said, "We don't have a lot of big kids, but maybe our kids can learn how to swim, and the better swimmers, maybe they can get scholarships, swimming." I started wrestling so that the smaller (boys) could still have a chance to get a scholarship.

(Mrs. Carlsmith) came to see me one day. And she told me, "You know, Mr. Capellas, my two sons have had band instruments, a saxophone and a trombone." She said, "I'm going to give them to the school, and I wonder if you would write me a letter to give the IRS, showing that we donated and what the value of these instruments are."

I said, "(Yes,) we need instruments at Hilo High School." In fact, my band teacher was repairing instruments, too, you know.

After we finished that part of the conversation, she said, "By the way, I understand you had a carnival to raise money for a swimming pool."

I said, "Yes, I really am sorry that it didn't go as well as we had hoped, but someday I'd like to see a swimming pool at Hilo High School. In fact, I'd like to see one at every high school. Because it's a good sport. It's the best sport of any for you to develop your body and have your body in good shape." I said, "Next to that is walking (briskly)." I was a PE major at the university, too, besides having an ag major.

And so she said, "I tell you what, when can you go with me to see John Dykes?" John Dykes was head of a trust in Hilo, First Hawaiian Trust.

And I said, "Why?"

She says, "Well, as soon as you let me know, then I'll tell you why."

So I said, "I'll go right now."

And so I called my secretary, I said, "I'm going to go down to First Hawaiian Trust with Mrs. Carlsmith to talk to John Dykes."

She said, "Okay."

And so I said, "If you need me, just call there." I wasn't just taking off and leaving the school by itself.

I got down there, and then she told John Dykes, "You know Mr. Capellas?"

"(Yes), I had known him from before."

And she said, "I came to see him about what I talked to you about."

(I thought,) "What the heck are these people talking about?"

He said, "Oh, okay."

Then in his Scotch brogue, he says, "Well, laddie," he says, "Mrs. [John M.] Ross has some stock in Honolulu Oil. Her husband bought it for five dollars a (share), and now it's worth about seventy to seventy-five dollars a stock."

(I thought,) what is this guy talking about?

He says, "We understand that you need money for a swimming pool."

I said, "(Yes), we really do."

So he says, "Well, how much do you need?"

I told him, "Oh, I don't know. I guess---the Ka'ū High School swimming pool cost about \$60,000. Maybe if we can get about, oh, \$90,000 then we can build a little bigger one in Hilo."

He says, "Well, I tell you what this is. I'll talk to the members of the trust who are handling her money, and I'll let you know." He says, "Come back on Thursday. We're meeting on Wednesday."

So Thursday I was right there. He told me, "Well, we agreed that we can give you the money." He says, "Can you get the plans drawn and everything?"

So I went down to the county building department, public works. And I knew a fellow there who used to do some drawings for us. I can't remember his name offhand—Shimizu. I told him what we wanted. So Shimizu came up and (asked to) look at the area. I (showed him the

place where the) old library (had been). I said, "We want to rip all this stuff out, because we (have) got to clean it up (anyway)." I (had in storage) steel I-beams and some three- or four-inch pipe. I said, "(We were) going to build bleachers with that (material) for our running track." Because we (were planning) to put in lights, and we wanted to have a place in Hilo (for) night track meets. "(However,)" I said, "you can put these in your plan and try (for covered bleachers around the swimming pool)." I (also) said, "I think we're going to get some money (to construct this swimming pool)."

He [is] a Hilo High School graduate. He says, "Yeah?"

I said, "(Yes), it's very possible, but keep it quiet, you know."

So he drew up the plans, and he said, "You know, we gotta get the county to give you permission to build a pool over here because this is a road right-of-way."

I said, "Why, right on the edge is a cliff."

He says, "Yeah, but that's a right-of-way, going all the way up to Pi'ihonua."

I said, "But there are buildings all over."

He says, "I know, but we still have to go through that."

So I went back. I said, "Draw the plans. I'll go talk to Mr. Kiyosaki, and we'll talk to the man in charge of the school buildings, Mr. Harry Katsura."

So we set the thing up. And, to make a long story short, I had to go back to (Mr. Dykes) for some more money for locker rooms and the rooms where we kept all the equipment for running the pool. But we did get the pool done. And we didn't have enough money. We got some money from another plantation manager's wife. They didn't want the thing publicized, but at the end it kind of leaked out. I didn't tell anybody, but I guess the ladies, probably in the community, the *Haole* ladies (did).

That pool—right now, I was there at an assembly (for) Hilo High School (who) won the (state basketball) championship this year—that pool can hold 2500 students (on) the bleachers. It's all concrete. And it's got steel beams and thick pipe. I don't know how many hundreds (or) thousands of kids have learned how to swim there, including community kids. They have summer programs, so it's really been a (godsend). I don't think (it could be duplicated) for less than, maybe, \$1.5 million.

But it's a place where they have their assemblies. Hilo rains (a lot). And the kids can get there. It's a place where they can study. And it's a good recreation place, really a beautiful thing (to behold).

WN: So it was all done by private money then.

LC: That was all private money.

WN: No state funding at all.

LC: Private money, with the assistance of the county loaning us the supervisor and the inspector and so forth. But then, the money we got from the legislature, we did put up that new gym and the new library. And after I left Hilo—I was there seven years [1959–66]. After I left there, then the cafeteria went up and some of the other buildings that we had planned for. But the reason I left the school was that I was the only secondary person who was interested in getting federal money and running federal programs, like vo-tech programs and programs that help kids that had reading problems and so forth. So seven years later, I went to the [Hawai'i] district office.

But in the meantime, we did make (many) changes. During that first year, all these things were already starting to take shape. I tried to talk to the teachers about changing the schedule of (giving) homework. Parents would tell me, "Hey, you know, my kids (are) studying until two o'clock in the morning. What's going on?"

I told them, "Wait a minute. This doesn't make any sense."

I would talk first to this curriculum committee, and then let them meet with their staff and so forth, and then bounce back ideas. We didn't have principals' meeting every Wednesday. That's a lot of nonsense. (So a schedule was arranged with homework being given for different subjects on different days.)

We reorganized the teachers' schedules, so that curriculum committee was free at a certain period so they could get together instead of trying to meet after school or during lunch, which is another thing that doesn't make sense.

(At a social studies teachers' meeting,) I said, "I'd like to suggest to you folks that we (set up a track III operation). You teachers all now have thirty-two kids (per class). What if we give you thirty-three (or thirty-four) kids, but we take these (track III) youngsters that are the troublemakers and the ones that are having problems with reading (skills and put them in classes of fifteen. We can ask some of you to) volunteer to take over these classes (with the risk of getting) burned out. If you take them at least for two years—in other words, if you take them only one year and say, 'I quit,' it won't make any sense. But if you'll at least promise you'll take them for two years, we'll give you an extra period (for conferences and so that you can prepare your work. You can go talk to all the teachers who are having similar problems with kids and how they're handling them. Or you can go down to the district office and meet with the resource teachers there, to get ideas for your class. Or if you want to we can give you a day off. Sometime when it's convenient for you, if you want to go visit another school and see what they're doing (to help track III type) youngsters."

(Besides this,) we ran what we called "early bird" classes. We would have a teacher come in before school, one period before school, to help kids with (reading problems, or since) we didn't have enough room in our shops, (a teacher) could run an early shop class (or) run an after-school class. The after-school class, they were called the "eager beavers," because [it was] (for students) who wanted to stay after school just because (they wanted) to take auto shop and (couldn't get in). By the way, auto shop was one of the new classes (that) we started.

SK: Yeah, good two miles. But anyway, it was very interesting. When I became up to sixth grade, well, no problem. They had a nice gardening program, you know, vegetable gardening. I used to enjoy that. The teachers were very good. Most of them came from the Mainland. So it was quite good.

WN: At home, did you speak English or Japanese?

SK: At home, I spoke Japanese to my mother, my father. So we were very fortunate, we were able to talk Japanese and English at the same time. When I went to the village [to take orders], I had to talk Japanese.

WN: Did you have a hard time with English at school?

SK: No, it was all right. We were very fortunate then. I went to Japanese[-language] school, too.

WN: Oh.

SK: So after English school, I'd go to Japanese school. And after Japanese school, I'd help my mother, you see. But on this particular day, I think it was Tuesday, somehow we got through Japanese school early, you see. So I go down, take order.

WN: Oh, so once a week you did. . .

SK: Mmm, once a week. And then deliver the next day. So the next day when I deliver, it's quite late, you see. It's after four o'clock. So when I come home, it's dark already.

WN: Did it rain a lot, down there?

SK: Yeah, it rained sometimes, so I always carried raincoat, you know, tie it on the back, and put the raincoat on if it rains, you know. Rain or shine, I had to go.

WN: Did you enjoy doing that?

SK: Well, I did not, but I had to help our parents.

WN: How many brothers and sisters did you have?

SK: We have eight in the family.

WN: Uh huh.

SK: The first one was a girl—three of the leading members of the family were all girls. The first one got married to Machida. There was a Machida Drugstore in Hilo, who used to come to sell goods to us, wholesale.

Then the second sister, somehow through Machida, knew Saiki, who was also a pharmacist. So the second sister got married to Saiki, in Honolulu.

The third one [married] Mr. Toda [who] was a member of the Machida Drugstore [family]. So all three sisters were married to pharmacists. So the first sister got Machida Drug, who had store over in Maunakea and Beretania. Then they moved down to Pālama side, on the other side of Liliha. And they were doing well but they had to move because the Dillingham Boulevard came through. They had to move.

- WN: And then, so you had your first three sisters—now, which one is the one that worked in the store?
- SK: Oh, the home. You mean at Pāhala?
- WN: Store, yeah.
- SK: The one who helped was the second one, Saiki. I'm very sure the first one must have helped, but I was not old enough to know.
- WN: What number child were you?
- SK: Number five.
- WN: Number five. And then so you had an older brother.
- SK: Older brother was there.
- WN: So why is it that you were the one that did the delivering and . . .
- SK: Because my brother was sent to Mid-Pacific Institute, you know. So my brother was not home.
- WN: Did they [parents] stress education to you?
- SK: Oh sure, yeah. The interesting thing was, after I graduated [Territorial] Normal [and Training] School, I was assigned to Hilea School [in 1926]. One-man school, two room, so [I was] principal, teacher, everything. And at that time, he [father] was very proud. He said, "Don't quit, don't quit, 'cause you're about the first Japanese boy to be principal, you know?"
- WN: Were you?
- SK: No, I think Stanley Miyamoto was also a principal. I don't know whether he was ahead or not. But anyway, he became principal [of Hālawā School in 1930]. And there was another boy, Ernest, I think his name was, Nakano, who was a principal over at Kona. And Tsuchiya---Tsuchiya became principal, Kaua'i boy.
- WN: Okay. At McKinley you were a member of that famous class, 1924.
- SK: That's right. Of course, at that time, we didn't know that we (chuckles) would get [famous]. But we had good members. We all got along very well, like. . . . Fong.

WN: Hiram Fong.

SK: Hiram Fong, Hung Wai Ching, and Chinn Ho, you know. We got along very well.

WN: What kind of a principal was Mr. Givens?

SK: He was an outstanding principal, outstanding. And before Mr. Givens, there was another principal who was not so good in education, but he was a great social leader, I think. But Givens, for the first year, ran the school the way the other principal ran it, you know. And then from the second year, as I said, they went on the scholastic level. So, to me, I felt, this is terrible, because the grades were given according to the standard of that same classroom. They say, "If you happen to be the slowest one in that classroom, you get F." So, if you're judged from the standpoint of overall, you're not the winner. But anyway, I got along all right. I learned a lot.

So for two years, Givens was there. Then---the name doesn't come up, but anyway, the other principal came over. Miles Cary was also one of the teachers. He was a physical education teacher.

WN: Oh.

SK: Very, very much respected.

WN: Even as a teacher he was respected.

SK: Yeah. Miles Cary became principal [in 1924] just after our graduation. And I think you should know that McKinley High School was, at that time, [located where] Linekona [School is today], that old building. And so when we became seniors [in 1923], the first building of the [present] McKinley High School came up. We participated in digging the swimming pool.

WN: Oh yeah, yeah. That's the present pool.

SK: Present pool. We participated a great deal in [digging] that swimming pool. We graduated when the pool was not completed. So we were the first one to enter the present McKinley High School. And we were the first ones to have our graduation and baccalaureate service over at Central Union Church. That building was a new one, too.

WN: Let me turn the tape over.

END OF SIDE ONE

SIDE TWO

WN: Okay, what kind of extracurricular activities were you involved in at McKinley?

SK: At McKinley, I joined a group, sort of a group singing. But this happened quite late, you see. I think it was my senior year. So you may say that I did not go into extra activities. We were kept very busy [with] only four classes, but I tell you, the amount of work that we had to do. So I used to go back to Okumura Home, and I started doing the homework as soon as possible, because other kids are not there to play around. Then later on, they'd make a lot of noise, so I quit. I'd go out play, too. We used to play basketball. And then, after dinner, again, they'd make a lot of noise. And after they go to bed, I used to study. So I'd go to bed about eleven o'clock in the evening. But I tell you, no fooling, only four classes, but lots to do.

WN: What four classes?

SK: English, mathematics, science, and one more.

WN: While you were at McKinley, did you have an idea what you wanted to do?

SK: Well, my father wanted me to become an engineer, you know. So I said, "Okay." Then, what happened is this. During my senior year, I was in trigonometry. And I don't know what month it was, but anyway, a wire came to McKinley High School. They gave the message to me. It said, "Come home. Father dead." And that was on the day that the steamer will go home.

It was about one-thirty, you know, so Mr. Eastman said, "Gee, I'm sorry. I think you better go right away."

So I went. I went to Okumura Home and then went down to the boat. And my sisters were there. Three sisters, myself. And I didn't say anything about Father [being] dead. So then we rode on the boat, got to Hilo. And the driver who goes to Ka'u all the time from Hilo was there waiting for us. We went down to the car and started home. And in the conversation, the driver sounded as though Father is still alive, you know? So I told him, "Why are you speeding so much? Father dead already."

He said, "No, not dead, alive."

I thought, how come they sent me a wire saying Father dead?

So we got home, and I asked my mother, "Why did you send me that kind of a (message)."

She said, "Well, the sisters sent a wire saying, 'Sisters will return.' " So she thought I refused to come home.

(Laughter)

SK: So I said, "Gee, that's a good thing he's alive." So we stayed there. He didn't die.

WN: Was he seriously ill?

SK: Oh yeah, seriously ill. But he didn't die. So one week passed by, second week passed by,

then I said, "Well, we don't think he's going to die. Let's go home." Came back, two weeks lost. Then tried to get the examination. And I passed in this class, but it was not a qualifying mark for University [of Hawai'i]. So I had to go back, before university opens, for the examination. So summer came, and I came up on the day that they had the exam. I should have come the day before. I went up to the university, took the examination. And boy, somehow I couldn't think, because it was a rough ride. My head was swimming around. And then, sure enough, I flunked. So I couldn't get into [the University of Hawai'i].

WN: For engineering.

SK: For engineering. So I thought, well, I'll go [Territorial] Normal [and Training] School and fool around one year, go back next year, you know. So I went to normal school.

WN: Was it easy to get into normal school?

SK: Yeah, it was. First day of normal school, the English teacher wanted us to write why we came to normal school. So I wrote [of] the exact incident, you know. Then she called me, "Say, I read your composition, and it was well written." Her husband was the administrative person over [at the] University [of Hawai'i]. He was the one who decides who comes in, who won't come in. She said, "I showed your composition to my husband, Dr. [Thayne] Livesay. And he wants you to come to [the] university."

So I told her, "You know, after registering at normal school and listening to all of you people, I think I didn't make a mistake. I should graduate and then teach, maybe one or two years. If I don't like it, I'll go back [to the] university. I think that's wiser."

"But Dr. Livesay wants you to come."

I thought, it's best for me to finish normal school, because it takes only two years. And then I can help my parents a little bit.

So I explained to Mrs. Livesay as to what I decided. She said, "Okay."

So I went through. I enjoyed normal school, you know.

WN: Now, back then, did you need a high school degree to go to normal school?

SK: No.

WN: You didn't need a high school degree to go to normal school in those days?

SK: No, they just accepted.

WN: But you had high school degree, though.

SK: Yeah. I enjoyed the first six weeks, [teaching] eighth grade. Oh, lot of fun, you know. Second six weeks, they sent me to the educational measurement job in normal school. The head of this was also a teacher, and he was a very bright man. He told me, "You read this

book. You do exactly what the book tells you to do. You are going to evaluate the examination papers that the professors give to the students."

So I began to read the first examinations. I put the marks down, you know. Because it tells you what to do. Then, surprisingly, the instructors came to me, "What can I do in order to better this level?"

"According to the book, you must do this, this, this, this," you know.

"Oh, is that so?" They go back.

And boy, I thought to myself, why do they come to ask me, why don't they read the book? You know?

I got through with that in six weeks. And then the next six weeks, they sent me to second grade to teach. I told the supervisor, "I think they made a mistake, because I'm preparing for eighth grade, not second grade. I'm not supposed to be second-grade teacher."

So I (went) to see Mr. [Benjamin] Wist. I knew him, because he was [once] a principal at Pāhala School when I was a little kid. He knew me, too. So I went to him. "I think you made a mistake in placing me in the second grade, because I'll be preparing for grammar grades."

"Well, Steve, you don't know what you're talking about, so you go back to second grade."

I didn't want to argue, you see. I said, "Okay." I went back. So I told the second-grade supervisor what Mr. Wist said. So, cannot help, I had to do. She was the wife of the athletic director. (She asked me to observe for) one week. From the second week, I began to teach. And I began to enjoy, you know. Lot of fun.

Then every day, three different visitors would come, sit down. I said to myself, I don't know who these people are, but they are checking on me.

Then after the six weeks passed, the supervisor came to me and said, "Those visitors enjoyed your teaching and they liked the way you taught science. You know what they are trying to do? They're trying to prepare you to become principal."

So I told her, "Why didn't you tell me so?"

(Laughter)

SK: And then she asked me, "Mr. Davis and I are going back to the Mainland. We're going to be over at the universities. Would you like to come stay with us and you go to some university over there?"

I said, "I'd like to, but I don't think I should because my parents spent so much money sending me to Honolulu. I think I better go back and work, at least for two years." So I thanked them. I went back [to the Big Island], then began teaching [in 1926]. They sent me [to be] principal of a one-room school.

- WN: Okay. Let me ask you some more questions about normal school. You said that you went and you taught second grade and you taught eighth grade. Was it right at the normal school grounds?
- SK: No, eighth grade was taught over at—you see this [Honpa] Hongwanji [Mission] building? At that time, the practice teaching was done over there during the regular school hours.
- WN: And how did they get the kids to go to that school?
- SK: That was a---they considered [that] a regular school program. We were just like borrowing the building.
- WN: I see. So different students taught over there, too?
- SK: No, the school during the afternoon is Japanese[-language] school.
- WN: I see.
- SK: They had spare rooms, I think, at that time.
- WN: And what about second grade, where did you teach that?
- SK: Second grade was at the regular normal school grounds.
- WN: And the children came to the normal school for school then.
- SK: Yeah.
- WN: Oh, so it was like a lab school.
- SK: Yeah. So second graders were there, and so forth, you know. But I think only the lower grades were there. They didn't go up to eighth grade.
- WN: Oh, eighth grade you had to go out.
- SK: Yeah, go out.
- WN: I see, I see. So at normal school, what kind of classes did you take?
- SK: At normal school?
- WN: Yeah.
- SK: How to teach, measurement, and then English. Those are the things, I think. I used to enjoy that measurement teacher.
- WN: Were there many men like you going to normal school?

- SK: Well, we had quite a number. More girls than boys, but there were quite a number. So we weren't lost. We had enough men.
- WN: I see. By the way, how was Benjamin Wist as a principal at Pāhala?
- SK: I think he was a good principal, I think. Because, at that time, I was not going to school yet, you know.
- WN: Oh, I see.
- SK: And I saw him one day, with the belt hanging behind, just like a tail, you know. That was a principal. We used to go up there, use the grounds to play around.
- WN: And how was he as an administrator of normal school? How would you evaluate . . .
- SK: Mr. Wist? Oh, he was good, very good. Very wise.
- WN: Okay. And while you were at normal school, you were still living at Okumura Home?
- SK: Yes, I was. I have to tell you this story. At normal school, teaching, like that, we had to do a lot of work. And I used to type [papers] out and run on that—what do you call that?
- WN: Oh, mimeograph machine?
- SK: Not mimeograph, but the other one. But anyway, I used to do that. And as I told you, you cannot start working so early, because they're all around making lot of noise. Then I used to go to the dining room to type. But as I told you, it's about 8:45 or 9:00 [p.m.], all the kids are trying to sleep. And someone made a complaint, saying too much noise, typing. Mr. [Takie] Okumura was not there, but the son was taking care, and he told me, "You cannot do that because you make too much noise."
- So I told him, "Well, then I'll get out from Okumura because I have to type."
- So I told my sister, and my sister got one little room to rent from a friend. So I lived over at my sister's rented place for quite some time.
- WN: Were there dormitories at the normal school?
- SK: No, no dormitory.
- WN: So where did, like, the neighbor island students live? Did they have to find housing on their own?
- SK: They found their own houses, yeah.
- WN: So by that time, you abandoned your idea of being an engineer?
- SK: Yeah. By that time, I really wanted to go out and work at least two years to make money and

help my parents, and then make a decision whether to go to the university for engineering or not. But when I think of it now, I was very fortunate, because those engineering students, when they graduated, they couldn't find jobs. So many of them went back to take educational courses to teach.

WN: So back then you knew that teaching was a good profession, in terms of availability of jobs?

SK: Yes. At that time, I thought it was very fortunate, you know. I don't know whether I told you or not, but when I got the principalship, very few Japanese were principals. My father told me, "Don't quit. Don't quit, because you have to consider the social standpoint, and let them know that the Japanese are just as good as any other nationality."

So when I got Hilea School, I was the only one. There were fifty-something or sixty students. And the grades went up to fifth grade. I began to figure out what I should do in order to give the best that I could give to the children. So I decided to work throughout, except lunch period, and send out the kids on a rotation basis, for recreation, and appoint some of the good students of the fifth grade to watch them. When I'm teaching fifth grade, I chose fourth grade [students] to take care of the playground. So I started teaching the first and second grade first, and then send them out. Fifth graders will go out, look. They have a lot of fun. Then I go to the third and the fourth grade, and then the fifth grade. So that's how it went.

WN: So while you're teaching first and second, the three, four and five were outside playing?

SK: Outside, no. They are doing seatwork.

WN: Oh.

SK: Seatwork. Then I sent the first and second grade out, with one of the fifth-grade students, [while I taught] third and fourth grade, you know. Then I [taught] the fifth grade. It went along very well.

WN: There was nobody else at the school?

SK: Nobody else.

WN: (Laughs) That's a lot of work!

SK: Yeah, lot of work. So I thought I should write to one of the normal school teachers who was very nice. And she sent back a letter, "Don't do it. You're going to kill yourself."

But, I thought to myself, well, since I started, might as well carry on, you know. Then, one day at lunch period, the superintendent of the Department of [Public Instruction], with the supervising principal—we used to call her supervising principal—came.

WN: Now, what was his name?

SK: Crawford.

WN: Will Crawford?

SK: Crawford. Now, during lunch period, most of the students went back to the village, because it's right next. They have lunch [at home]. But some students [living] way up the mountain and Punalu'u will [stay]. I would say about fifteen kids are there. And I appointed one good kid to be the supervisor. And they all listen to him, you know. Then one day, as I told you, the superintendent and the supervising principal came. I didn't know anything about it. The student supervisor said, "Mr. Kanda, the superintendent of the Department of Education and Miss [B. B.] Taylor came, you know."

"Is that so?"

"But I took good care of them, don't worry."

I said, "Chee, thank you very much."

"And the superintendent was so happy, he wrote you a nice note. Go back to your desk."

I went back. "Congratulations, you have a wonderful school, wonderful students. We enjoyed the visitation. Your student supervisor explained all the activities."

(Laughter)

SK: And we even had garden, you know.

And so I told him, "Chee, thank you very much for taking good care."

"I enjoyed," the boy said.

And then we carried on. Then, before second semester, the supervising principal came and said, "Well, I'm going to give you another teacher." And, to me, I thought, the superintendent must have scolded her, you know, for what she was doing. But it was a big credit, because he knew what I was doing. So next year, they gave me a three-room school at Kapāpala.

WN: Kapāpala?

SK: Kapāpala.

WN: So how many kids were at Hilea School, from grades one to five?

SK: I would say about fifty-five to sixty. And they enjoyed---oh, one story I have to tell you. The Punalu'u kids—Punalu'u is a sea coast, you know—they'd come to school late. They'd reach the school at nine o'clock. So one afternoon, I went down, saw one of the parents, and I told him I'm worried because the kids come about nine o'clock.

"Nine o'clock!"

I said, "Yeah."

"But they leave home early," he said.

Then I found out from the kids that, on the way, they play cowboys [and] Indians, you know. All lava, they go behind there.

So I thought to myself, I must do something. So, the last fifteen minutes of the day, I'd tell them a story. And then I'd stop at the very interesting spot and say, "I'll finish tomorrow morning."

WN: (Laughs) At eight o'clock.

SK: Yeah. They all come in on time.

WN: Oh.

SK: So the stunt worked. And they were very happy too, you know. So that's what happened.

WN: Now, these children were mostly Japanese, Hawaiian or what? These Hilea School kids.

SK: Hilea School kids, we had lot of Filipinos and Japanese. And the Hawaiians were quite a number too, you know. About, I would say, fifteen or sixteen. They were very good kids. The Hawaiians came early in the morning and would bring me this—what do you call that. You know, the thorn plants. It bears fruit.

WN: So when you graduated from normal school [in 1926], they came to you and said, "We want you to be principal," right after graduation?

SK: One week, I spent at Pāhala School. They wanted me to take care of the vegetable garden. They had farming, you see. Those days, they used to stress that because during the war [World War I] they found out that rice and those things wouldn't come in. So we started. Your question was what, the question you raised?

WN: Well, right after normal school, your first stop was Pāhala? After normal school you went to Pāhala?

SK: Oh yeah, one week.

WN: As principal?

SK: No, as sixth-grade teacher. Then the message came that "You are to go to Hilea," take care of the Hilea School.

WN: How far away was Hilea from Pāhala?

SK: I would say about twelve miles. And there was a beautiful cottage there, all by myself. And then I got Kapāpala, as I told you. And I found the school, the playground was full of plants,

bushes. And I said to myself, the kids have no place to play. And three teachers were all the wives of the plantation leaders, you know. Nice job. They're qualified teachers, all right.

WN: Were they qualified teachers?

SK: They're qualified. They're qualified teachers.

WN: They went to normal school?

SK: No, no, they came from the Mainland.

WN: Oh, oh, I see.

SK: Qualified teachers. But the interest of the community was not there. So they just go up, open the door, carry on. If there was a fight, they just let them fight, carry on the instruction. So when I came up, and I had to carry on. I had two other teachers who came to help.

WN: You were principal at Kapāpala?

SK: I was principal. I began to think as to how I could clear up [the playground]. So I made a program every day, not for very long, maybe fifteen, twenty minutes. We just cut, clear those, and made it good. And the boys enjoyed this, because they wanted the playground, too. So we worked on this basketball court area first. We did the work all by ourselves. We got the posts and the backboard and began to dig holes and put 'em down, so forth. And it worked quite well. The kids enjoyed, and kept on going.

Then, one of the parents wanted to help clear up a large area—not the school ground, but plantation ground. He got permission to do that, and he began to clear. So we had a large playground, you know. He also wanted to take care of the whole lava flow, *pāhoehoe*, to blast it up so that he can level up. The district superintendent—or supervising principal—happened to pass by one day. And she [B. B. Taylor] saw him just chipping the [lava] off [by hand], so she wanted to help. She spoke to him and said, "I will get some blasting material for you. Why don't you use it?" So he began to dig it and blast 'em up. Then we had a beautiful ground.

At the same time, we had quite a number of young men who began to go and play baseball. So they asked me to manage because I used to manage baseball down at Pāhala when I was a student. So I said, "Sure."

So a nice baseball ground came. Everybody helped clean the yard. Boy, we had a beautiful playground. And students were very nice, parents were nice. And we got along very well.

I had sixth, seventh, and eighth grade in my room. So I decided to combine them as one class and consider sixth grade as one group, seventh grade as another group, eighth grade as another group. They liked the idea, group work.

WN: Did you need any kind of approval to do it that way?

SK: I just went ahead, because I thought to myself, never mind the laws or anything, I just do 'em for the good of the kids.

WN: Now, how often did the supervising principal come? Did she ever come to tell you how you should run the school?

SK: Yes, they'll come, and then you just explain to them, and usually they say okay.

I found that in no time, I needed additional books. And I didn't want to ask the parents to dig up, so I told the rich people as to what I was doing, you know, homesteaders.

So I borrowed some books from Hilo Library. Parents dug up the money, and I told the other parents, "If you have any books because your son graduated, and if you are not using them, lend us."

They said, "We give you."

We had no room for a library. We had a nice veranda. So I told the kids, "Let's put up shelves, and we'll put the books over there." So we built nice shelves, and put up the books. I asked one of the eighth-grade girls to take care. "Whenever they borrow, they sign the card, just like library, put 'em in the box." All on honor system. Not one book was lost.

Then the kids who graduated came back. They said, "Mr. Kanda, we having trouble."

"What's the trouble?"

"All the things that we are learning now, we learned already."

"Oh."

WN: Where were the kids going?

SK: Pāhala School.

WN: Oh, they went from Kapāpala to Pāhala.

SK: To Pāhala School.

WN: Oh, I see.

SK: At that time, Cecil Dotts, was the principal [1932-38]. So I went to Cecil Dotts. Fortunately I knew him well. He said, "I should do the same thing." So he built up. In other words, those kids who can do high school work on the upper level, go ahead and give 'em up. So they went, and so the kids learned. They were very happy. Of course, the parents were really nice, too. They helped the school. We had a beautiful school garden. We found a nice three-acre lot on plantation[-owned] land. It was about, oh, I would say, half a mile or one mile away from the school.

So I went down and told the manager. The manager was very nice, because the wife was my second-grade teacher. So he said, "I'll lend you that place. We'll plow that place."

I said, "No, no, just lend [the land to] us. Because if you plow, it's so easy, the kids are going to give up." So he loaned.

Then the kids got the donkey and horses, plowed the place up, and developed a beautiful garden [on the] three-acre lot. Then on Saturdays and Thursdays, I used to go down for mail, Pāhala. And I told the kids, "If you want to sell the vegetables at Pāhala, I'll take the vegetables down for you." So that's what we began to do. All the upper-level homes were on the side of the road. And many of them were Caucasians. They all waited for our vegetables. In no time, we sold all. And boy, the kids were so happy. One kid used the money to take care of dental care of the dentist who came from Kona, you know.

And then, one day, Mr. [W. W.] Beers came to visit my school during school hours. And I had third, fourth, fifth graders out in the garden.

WN: Who was Mr. Beers?

SK: Mr. Beers was the deputy vocational division head of the Department of [Public Instruction]. And the department had a ruling that I couldn't have gardening for children below sixth grade.

WN: Why?

SK: I don't know. But anyway, that's how it was. And no club work during school hours. So when he came, I had third, fourth, fifth grades in the garden. And he said, "You have all below sixth graders out here working. You cannot do it, because the rule says you cannot."

Just then, Miss Taylor, the supervising principal, came. She walked up, not even saying hello, "Mr. Kanda, is this man Beers giving you hard time?"

I said, "No, no hard time. But he is telling me that I'm breaking the rule. I'm not supposed to teach third, fourth, fifth graders gardening."

And you know what she did? She turned right over to Beers, "Mr. Kanda is the principal of the school. He runs the school the way he wants. You get the hell out of here!"

He didn't say anything, went in the car, went out. Then I thought to myself, good night! Powerful supervising principal, you know, finish the business. The next week, around Wednesday—or maybe it was Tuesday—Farrington came. You know, Wallace Rider Farrington, who was the governor.

WN: At that time he was the governor?

SK: He was governor already, just about getting out of governorship. [Farrington was governor until 1929.] He came. And he looked at the school garden. He said, "Beautiful garden." He was a great enthusiast of gardening. Then, he asked me whether we have a home garden.

"Yes, I have."

"Let me see the home garden."

I say, "Okay." I took him up to the home garden.

Ho, he looked at it, "Oh, wonderful!" You know, so happy. He took pictures and everything. And he was a great enthusiast of homesteaders, too. Saturday's paper, full page. Kapāpala School home garden—homestead.

I want to tell you another statement. I was at Kapāpala School nine years, you know. Loper became supervising principal, Harold Loper, very good man. Later on he became superintendent. He came. And he used to be good. Of course, by this time we had 4-H clubs going, you know. We had chickens, pigeons, and all those things, you know. Then he saw me with the bell and the wiring over to the chicken house. "What are you doing with this?"

"Well, you know, one night some people came, stole our chickens. So the kids want to be watchmen over here. They sleep over here."

He said, "Good idea, but may I suggest to you something? Your wire is too thin. Get the heavier wire, then you don't have to [use too] much battery. You know, I'm an engineering student, you see. I was preparing to be an engineer."

I said, "Oh." So we did that, too. And then, one day. . . .

WN: Let me---can I just change tapes?

END OF SIDE TWO

TAPE NO. 21-17-1-91

WN: Okay, this is session one, tape two, with Stephen Kanda.

SK: One day, as we were checking the grounds, four boys came over and said to me, "Mr. Kanda, may we talk to Dr. Loper?"

I said, "Yes, you may do so."

And the boys said, "Dr. Loper, do you think you can give us lumber and netting for our pigeon program?"

And he said, "What are you going to do with the lumber and netting?"

"Oh, we're going to build the pigeon cage. And then, we must have wall netting. Because the mongoose and rats may come out from the ground, too."

And Dr. Loper said, "Sure, I'll give you the netting and the lumber, if you give me your plan."

And the boys said, "All right, we'll give you the plan."

And as I told you, Dr. Loper was an engineering-preparing student. He looked at the plan, and he said, "This is good. I congratulate you boys for drawing in scale. Sure, I'll give you the netting and lumber." So they got the lumber and the netting for their pigeon project. And the 4-H club was going on very strong. We took care of chickens, pigeons, vegetables, and everything, you know. And Loper was very much pleased. I asked Loper once, "Can you give me any suggestions as to how I can improve the school?"

He looked at me and said, "Steve, don't worry. You're way ahead of many schools."

"You're only telling me that to make me feel good," I told him.

"No, no. It's a fact," he said. "Don't worry."

So I thought to myself, chee, that's good, you know. And the kids were all very happy. And I think Loper was correct, because many of the students became leaders in business and whatnot. Many of them are living in Honolulu, too.

And may I tell you that in 1985 or '86, they gave my wife, Myrtle, and myself a luncheon. One of the girls called me saying, "We are going to have a reunion on certain-certain day at a restaurant, and will you come?"

I said, "Oh, surely. Please reserve two spaces, we'll come. But we will get to your place at twelve-thirty, because we have a bowling league, and usually it gets through about twelve. So go ahead, never mind us, we'll join you."

Then on the day, we went, and we learned that, after all, it was not just a reunion but it was a gathering to honor myself and my wife. So we enjoyed it very much. May I show you the plaque? I didn't show you the plaque before.

WN: Okay, why don't we—let's just finish up Kapāpala School, then we'll finish for the day, if that's okay.

So I guess there was a heavy emphasis on agriculture then.

SK: Yes, very heavy emphasis on agriculture and 4-H work, you see. And you must consider that even in 4-H work, they must write. So when they write, it's English. They must keep accounts, that's mathematics. All those things will be also connected with classroom education, you see. So they learned a lot.

WN: So Kapāpala School had how many children, students? This is [grades] one to eight?

SK: Yes, one to eight. We had over 100 kids.

WN: So it was a lot bigger than Hīlea School?

SK: Oh yes, it was. This was a three-room school. Maybe about 150 [students]. Anyway, it was pretty big.

WN: And as principal at that time, you had pretty much a free hand in how to run the school.

SK: Oh yes. I made up my mind to just carry on the best I could with the primary objective of helping the students. So that's why that law about sixth graders, I just let it go. And, oh yes, another thing that I let it go was this. University of Hawai'i people used to come to help the students with 4-H work. But remember that Kapāpala is six or seven miles away from Pāhala. Fortunately, I knew many of the extension service people, especially Baron Goto. He calls, "I'm going to pass by Kapāpala, or Pāhala, at certain-certain time, school time. You want me to stop by?"

"Surely I want you to stop by. I want you to talk to the children," you know. Because to me, I felt that anyone who is good, if they talk, that's education, see?

So he used to stop, and he'll talk. Then I used to think that, never mind, even if they scold me, it's of a big value, see? And there was another Chinese man who was an expert in chickens with University of Hawai'i. He used to come around once in a while, too, and children used to enjoy him. So that's how I ran. And I used to tell this to Loper. I said, "Whenever they pass by, I don't care about that rule, let them speak."

"Sure, if I were you, I'd do that too," he said.

WN: Could a principal do that today?

SK: I don't know. If I were teaching today, I would. If I were living in the country, I'd do it. To me, I feel that they are at loss if they don't do. When I look around the schools around here, if they had this program, they would be doing better, you know. That's how I feel.

WN: Now, what became of the principal whose place you took at Kapāpala?

SK: Oh, he followed me, Kurokawa. They enjoyed him, too.

WN: That was after you.

SK: Yeah.

WN: What about before you?

SK: Before me was *Haole* people. So Kurokawa carried on the way I did, so the students really enjoyed him, too.

WN: Okay. Well, can we stop here? And then we'll—if we can continue next time with your Ho'okena School experience of 1936.

END OF INTERVIEW

Tape Nos. 21-18-2-91 and 21-19-2-91

ORAL HISTORY INTERVIEW

with

Stephen S. Kanda (SK)

April 5, 1991

Mānoa, O'ahu

BY: Warren Nishimoto (WN)

WN: This is an interview with Mr. Stephen Kanda, on April 5, 1991, at his home in Mānoa, O'ahu. The interviewer is Warren Nishimoto.

Okay, Mr. Kanda, we left off at 1936, when you started at Ho'okena School. First, if you can tell me why you moved to Ho'okena School.

SK: I remained at Kapāpala School for a long time [1927-36] because my father was paralyzed and my mother did not want me to move until later on. After he passed away, I felt that I should ask for a transfer. Before this, they offered me various places and I had to refuse. So after my father died, I was offered to come to O'ahu to a seashore school by Kahuku, and I refused because I remember that place as being very windy. So they asked me to go to Ho'okena School, so I moved to Ho'okena.

So, around middle of August, I moved to Ho'okena. And when I got to Ho'okena and was fixing the cottage, Mr. William Thompson, who was the lieutenant [to Hawai'i County supervisor] Julian Yates, came to see me. He welcomed me to Ho'okena, because he lived in Ho'okena. He said that Mr. Julian Yates wants to see me, and he wants me to drive over to the stone crusher between Ho'okena and the next town. And I said, "Why doesn't he come here?"

He said, "No, he wants to talk to you about some private business."

I said, "Okay."

So on that morning, I drove over to the stone crusher, and there was Julian Yates. I tell him, "What's the trouble? Why can't you come to my house?"

He said, "Because this is private business. You know, I'm campaigning in Kohala."

I must have said something about James Campsie, who was the manager of Hawaiian Agricultural Company. James Campsie had asked all his political backers to dump Yates. And when Yates heard this, he was very much troubled, and he wanted to know how he could proceed to see James Campsie. So I told him, "Well, Mr. James Campsie is a very nice man

and I think if you explain to him what happened, he will understand you. Early in the working day, go to Pāhala, and you must be there before six o'clock. And at six o'clock, he will not come to the office, but he will go to the foremen's meeting place. After he finishes this, he'll come to the office. When he comes to the office, when he sees you, just say, 'Good morning,' and let him talk, let him scold you, don't say anything. Then after he finishes, just say you're sorry, and explain to him what happened. Then he's going to be nice to you, and he will back you up. So do that."

So he [Yates] said, "Okay."

Then he came back, to see me. And he said, "You know, everything went on all right. He's going to back me now. So thank you very much."

I said, "It's all right."

Then he said, "What do you need at Ho'okena?"

I said, "I'll show you the house that I have"—principal's house—"it's all termite-eaten. Come." I showed him, all *pukas* around.

"Ho, this is bad!" And Julian Yates was finance chairman for Hawai'i County [Board of Supervisors]. "I'll give you a new house."

And I said, "If you're going to build a new house, instead of building at this height, move it back to a lower level, so that all the water that we have for the school, the tank water, will come to the cottage, and we'll have nice pressure."

He said, "Well, that could be done." Then he said, "How many bedrooms do you need?"

I said, "Well, I think you should just give me two bedrooms, upstairs. But because of the level of the ground, there'll be lot of room under the house, so give me another room. The maid can stay there."

"Oh sure, we can do that. You don't want a *furo*?"

"Sure."

So that's how it happened. Julian Yates was happy. I was happy, too. And we got along very well.

At Ho'okena, the parents were very nice. Many of the parents were Hawaiians, and the Japanese parents were there, too. Some of the leaders of that place was John Smith, who was the head of the Kona Police Department. Then we had Judge [Thomas] Haae, who was quite a big man.

WN: What was his name again?

SK: Haae. H-A-A-E, judge. Then Higashi, of the Higashi Store. And [Usaku] Morihara, who had

a store, too. And [Takaji] Kittaka, he was a very staunch young man. The Hawaiians were very loyal school people who worked very hard, and the parents also worked hard. So we carried on a very nice school program.

It was my habit to have a Christmas program, but we had no auditorium. Therefore, I suggested to the parents that we build a temporary theater on the school grounds, and they did that. And we had an outstanding Christmas program. There was a Japanese parent who wanted to help. He had the power plant, so he lit up the tree that we had on the side of the school, right on the roadside. I put the globes on, and he ran the motor, all through the season. And the people of Kona admired this. They even came to view the lights at night, you know. And really, the school went along very well. The people [living along] the beach also came, you see, Ho'okena Beach. And they were very nice. I used to go down and see them. I didn't have to buy any fish, they always brought fish to the home. It was very interesting.

WN: What did they do mostly, the parents? Occupational.

SK: The Japanese had farms.

WN: Oh, coffee farms.

SK: Yes. And the Hawaiians, some of them were policemen, and many of them were fishermen. So they'd go out to catch 'ōpelu and other fish. They invited me once to come down to the beach and view them when they came back. They'd go out and when they came back, there were quite a number of people over there. It is sort of a traditional experience. All the people go out to help bring the canoe in. So we went out, pulled the canoe in, and because of that, they gave everyone fish. So it was very nice. I enjoyed three years at Ho'okena [1936-39], then a very interesting thing happened. Being a four-room school, I was a teacher, too. So I had to take care of the upper grades.

WN: How many other teachers were there?

SK: Three others.

WN: Oh, okay.

SK: And myself. [There was an] eighth-grade boy who was not so good scholastically—he could barely write his name. Every morning, at about nine-thirty, he leaves the room. And I said to myself, how come he leaves at nine-thirty every day? I think I better follow him one day.

So after he left, I followed. He walks down to the coffee farm, sits down, pulls out his Bull Durham tobacco and then rolls the cigarette and smokes.

And then he suspected something, so he turned around, he saw me, he turned all red and said, "Mr. Kanda, I apologize, but I cannot stand it without smoking."

I said, "Well, that's too bad. Well anyway, thank you for hiding to smoke." You know. Then, he went back. And then that afternoon, I told him, "May I talk to you?" We talked. I said, "How about you carrying on farming at home?" They [family] had a large area, you

see? "Plant tomato. And then you must keep a record as to what you have done and where you worked and so forth. I will ask the University of Hawai'i extension agent to come and visit you occasionally, and you must raise the tomato as a farmer. You're going to sell to the vegetable peddlers who come along, and you follow the University of Hawai'i quotation, and don't undersell. Sell at that price."

"Okay Mr. Kanda."

"And if it is all right with you, I'll go to your parents and talk to them. And you will do exactly what I tell you. You must keep a record and you must keep a diary, and we're going to call this your schoolwork."

He said, "Okay."

So I went to the parents. He was the last of seven children of the family. All the rest of the kids were very bright, and this one was not bright. And the parents bowed and said, "We apologize, because it's our fault. When the baby was small, crawling around, he used to come and see us smoke, and he said, 'Give me one smoke, too.'" So they gave him the smoke. "And that's how he started smoking. And he used to also ask for sake, when we're drinking sake. And we feel that because of that, he is mentally disturbed."

So the boy started this, you know. Cleared the field, began to plant. And he enjoyed this. He kept a record, spelling all wrong, but I tell him, "It doesn't matter. You just write the way you want, and I'll teach you." So that was his English lesson. And mathematics also comes in, because he keeps the record. And the extension agent will come and tell him what to do, and he puts that down in the book. He began to improve, you know.

Of course, the tomato came and people bought. The peddlers wanted to buy. I used to go to Hilo quite often and go to the main store over there which sells to the people. I took a sample, you know. I said, "I have a boy who's raising [them in a] farm, and if you want, maybe you can buy them."

"Chee, good tomato! We'll buy. We'll even pay the cost of sending them over to Hilo." And so they bought quite a lot.

And in April, I would say, or May, [the boy] said, "Mr. Kanda, may I go to Japan? I want to take my parents."

I said, "Sure, you may go." Oh, this was in May. "I'll give you the diploma, don't worry, go. You did very well. But don't forget, keep up the good work."

He said, "Okay."

Even the university extension agents were very pleased with the way he worked, you know. He raised good tomato, and he made lots of money, maybe because he was taking the parents to Japan. So he went. But at the end of that period, I had to move. I got the transfer to Moloka'i [Kilohana School, in 1939] already. So I gave him the certificate, and I went away. Then, oh, about five or six years later, I met Mr. Higashi, who is a store man, and I asked

about this boy.

He said, "Oh, he's doing very nicely. He's all right." So I was very pleased that this boy made good. So that was Ho'okena.

WN: Was the curriculum agricultural at Ho'okena?

SK: No. In those days, we had to carry on the gardening. During the First World War, my mother used to have a store, and the rice that we had, we had to sell to the customers. So I told my mother that I'll raise sweet potato in the plantation's eucalyptus patch. And we used to eat sweet potato. So I knew lots about gardening, so I told them [students] what to do. And then, too, we had a 4-H club at Kapāpala [School] because they all did all kinds of farming. And University of Hawai'i people came, too. Baron Goto came and taught us. So with that knowledge and the extension agent person coming, the boy was able to raise nice products.

Another good thing that happened to me was that during my first year at Ho'okena, Mr. [Francis] Peterson, who was the district superintendent, wanted me to go to Honolulu to represent West Hawai'i. So I said, "Sure, I'll be willing to come."

So I came to Honolulu, and I was the only Japanese amongst the people who were attending this curriculum conference. And it was sort of a philosophical curriculum development [conference]. As I said, I was the only Japanese.

Then lunchtime came, so I decided to go on my own to have lunch. Then, following me, came all the big shots, like the superintendent, district superintendent, and others. They said, "Steve, where are you going?"

"I'm going to have lunch."

"Oh, join us."

So after lunch, when I came back, they [i.e., other conference attendees] were really very annoyed because I, the only Japanese, was invited by the *high makamaka*, you know. Then after about a week of curriculum sessions, we were invited to the superintendent's house. So I went.

As I entered the superintendent's house, Mrs. [Oren E.] Long came, and she knew me, too. She said, "Steve, never mind these *Haoles*. You just carry on."

I said, "Thank you." And I got along very well.

Then the next week, the deputy superintendent invited us to the seashore land over in Kailua. And then the missus came when I was sitting down. She said, "Steve, you know, when we have the folk dance, I'll come for you. You're my partner." (Laughs)

I said, "Surely!" So we enjoyed, you know.

But anyway, to me, I felt that they were so nice, trying to take care of the only Japanese, you

see. (Laughs) So I learned a lot by coming to this, and it was very good.

WN: How did you feel being the only Japanese in the beginning?

SK: When I first became a principal, all the Japanese people told me, "Don't give up. Please carry on, because you are doing this service to all the rest of the Japanese." See, there were very few Japanese principals.

So I said to myself, regardless of what happens, I'm just going to carry myself on and enjoy. So I enjoyed and came back to Kona.

WN: So while you were at Kona, was the coffee situation very good at that time?

SK: The coffee situation was very good. People were raising coffee. They pick the coffee and dry the coffee on their rooftop. And when it rains, they cover it up, you know. And that was their big business.

WN: I was wondering, did they have that [school] coffee schedule at that time?

SK: No. We didn't have, but we urged them to go out and help pick coffee.

WN: So while school was in session, they could be excused to go help their parents? Because the coffee season conflicts with the school [schedule].

SK: We didn't have to do that, you know, because Ho'okena, I think, only the mountaintop people had [coffee], see? And many of them were beach people, you see. So we didn't have to do that. But if they want to be excused, we excuse them, but nobody asked us.

WN: I see. So mostly the *mauka* kids went to another school?

SK: The *mauka* kids came down, but very few, you see, on Ho'okena side. There were more [coffee farmers] on the other side, Hōlualoa side.

WN: Hōlualoa side?

SK: Yes. On the Captain Cook side.

WN: How many schools were in Kona at that time?

SK: There were quite a number, though. Ho'okena, and then there was Miloli'i School, small school. Then next is Hōnaunau School, Kealahakua School, Captain Cook School, and then Kona Waena. And those were the schools. You had quite a number.

WN: Mm hm.

SK: But that was Kona, and I enjoyed very much. Then the district superintendent asked me whether I would like to go to Moloka'i for one year, Kilohana [School], to take over. And I said, "Mr. Peterson, I will not go to any place for one year, because I have to spend a lot of

money for traveling."

Then he said, "Okay."

Then one week later, I received a call from superintendent [Oren E.] Long. He said, "Steve, will you go to Kilohana, because [Kilohana School principal] Albert Inaba wants to go to the University [of Hawai'i] for one year to study. And I want you to go to Kilohana."

And I said, "You know, I refused to go to Kilohana to Peterson, but to you, who's superintendent, maybe I cannot refuse. I will lose money, but I'll go."

WN: Why would you lose money?

SK: Because I must take my family over. And then I must take my automobile over. And that's quite expensive. And all that expense for one year is too much for me.

WN: How many children did you have by then?

SK: I had, at that time, one boy, and I had to take a maid, because the boy was small. So that was the reason. He [Long] said, "Okay, thank you, thank you." And I got to Kilohana.

WN: Oh, so you did decide that you . . .

SK: I told him, "Superintendent asking me, I cannot refuse."

WN: Did he ask you or did he tell you to go?

SK: No, he asked me. So I told him I cannot refuse.

WN: This is in 1939, right?

SK: Yes, '39.

WN: Back then, they didn't have vice principals, yeah?

SK: No, the small schools had no vice principal. So we went to Kilohana. Kilohana parents were nice, too. And just like Ho'okena, many Hawaiians. And another thing about Ho'okena, I would like to tell you that on Sunday, the parents went to church. And they wanted to use the school room to have their lunch. And they play guitar and hula dance, you know. That's how it was. When I got to Kilohana, same thing. Many Hawaiians wanted to use the school building for their music and hula dancing.

And I didn't tell you, in Ho'okena we did create a basketball team—girls, boys—and we traveled around and played with other localities, too.

Then over in Kilohana, I carried on, [thinking that] it was only for one year. I thought to myself that I must carry on the way Inaba did. Kilohana had a fair every year in May to raise money. And I did that too. The parents were nice, very nice, and we got along.

And then the young people came to ask me to be their basketball coach. And I smiled and said, "I played basketball, but I have never coached basketball. But if you want to have me, I will do so."

They said, "Please do." So we carried on.

And Moloka'i had about four basketball teams: Kaunakakai, CPC [California Packing Corp.], Maunaloa, and ours. And most of the opponents were Japanese, so small, you know. Mine [were] Hawaiians, tall. So I told the boys, "You know, we should concentrate on defense play, and whenever you can shoot, you shoot. Even if you make one basket, and if they cannot make any basket, we're gonna win." So that's how we played. And the boys did very well, very well. We took championship. Regardless of lose or win, every so often, the parents give *lū'au*. And when we took championship, oh boy, it was very good. *Lū'au*, to them, was not so expensive, I feel, because they raised pigs, you see. They slaughter their pigs and carry . . .

WN: Must have had lot of fish, too, huh?

SK: Oh yeah, lot of fish. So we got along very well at Kilohana, and the children also worked very well.

War came in 1941. And I was on the way to the golf course when this happened. And we could hear over the air, "Do not go out, the bombs will be falling." And all that kind of stuff. And I thought to myself, gee, what kind of practice is this?

I got up to the golf course. The golf course keeper was also a retired army person. He said, "I must go down to the auditorium, because the president of the American Legion wants to have us come down. The war is on!"

I thought, chee, I better go, too. So I went down. I had my youngest boy, baby yet, go with me. Went to the armory, where the American Legion's president was directing the people to get prepared.

Then afterwards I began to think, chee, we have Senator [George] Cooke. Maybe I should go to him. So I went to Senator Cooke's. Sure enough, he was organizing to see whether they have enough food on Moloka'i. And also to carry on the blackout job. And I was involved with Boy Scouts of America, so the boys had practice on the blackouts and so forth. So I had to go back and tell the boys that blackout was from tonight. So the boys knew what to do. And I went to check, and everything was all right, people were [following the] blackout [procedures]. This went along quite well.

WN: Did the children have to carry gas masks with them?

SK: No, they didn't have to. I had to carry on the air bomb protection. So we dug a ditch, and we had practice once in a while. And Kilohana School is on an old streambed, so lot of pebbles were under. So some of the rascals would grab a pebble, throw it up, "Bomb!" You know. And the pebbles will come down, hit other children's head. So I grabbed one boy who was doing this, and I spanked him, you know. And, of course, I told the parents why I spanked.

Then later on, intelligence officers came to question me. They said they received a report saying that since I'm a Japanese, I'm a backer of the Japanese army. I told them why I had to do that. "I'm a principal of the school, I cannot let those things go."

WN: You mean they came because you're Japanese and you spanked somebody?

SK: Spanked. And then another report, later on I found out, is that before the war, Baron Goto, who was the University of Hawai'i [agricultural extension agent], wanted to have a meeting with the farmers. Most of the farmers lived on East Moloka'i. And among the farmers, there was only one Korean, I think. All the rest are Japanese. Baron wanted me to accompany him. Then someone must have reported, saying that I had gone to a secret meeting to prepare for the war and had a meeting with the Japanese. And then another thing, I used to play golf with the Japanese minister. So they involved me playing with the minister, the meeting, spanking of the kid and all that. And also, my brother-in-law, Toda of Maui, was interned, you see. So they tied me with that, too.

This went on for quite some time. I had to go on weekends up to the pineapple fields, take the kids up to work. One day they asked me to come to the courthouse after work. So when we stopped at Kaunakakai, I went to the courthouse. I was walking over to the courthouse, and then one of the intelligence persons who interviewed me said, "Kanda, you don't have to go. It's all over."

I said, "What happened?"

He said, "Well, they excused you already."

Then later on I found out that [George] Cooke, with whom I worked very closely during the war in taking inventory of the foods in the home and whatnot, heard that they were interviewing me. So he bawled them out, I understand. "You people get the hell out of here!" You know. "What do you think you are doing?" And he told them what I was doing to help Moloka'i.

I even wanted to volunteer in the army, but the man who was in charge said, "You are needed so much on Moloka'i, don't go." So I didn't go. Of course, I had my youngest baby yet.

That was [George Cooke]. And later on, when I met him, I said, "Thank you very much for what you did."

He said, "Oh, those guys, what in the world were they doing?"

WN: What kind of questions did they ask you?

SK: They asked me, "Did you spank the boy? Did you have the meeting over there?" That was the meeting of Baron Goto, you see, farmer's meeting. And all that kind of stuff.

END OF SIDE ONE

SIDE TWO

SK: [In] Moloka'i [we had] to take care of the kids going out to the pineapple fields. About two days later, the manager came and said, "Hey, you better go down to the office and call your boss in Honolulu, because he wants to speak to you."

"Okay." So I called.

[Earl] McTaggart, it was. "Steve, will you come to Honolulu? Waikīkī School is open."

Well, I told him, "You know Mac, I think it's stupid for me to go take Waikīkī, because I have to pay house rental." See, no free cottages.

"Oh yeah, that's right, that's right."

"I think I better not come."

"Well, don't you change your mind. You just stay in the department. I'll call you back again."

I said, "Okay."

Next week, he called, "Will you come to Kīpapa [School]? Get nice cottage."

I said, "Okay. But let me go over and examine first, I don't want to get fooled again." So, I went. And I found Kīpapa School [to be] very nice, beautiful. And I don't think there's any cottage like that, you know.

WN: Was that a new school?

SK: Well, kind of new school. But nice house, and same pay, about the same size school.

WN: Same pay as Moloka'i.

SK: So I told him, "Mac, it's not a promotion, you know, because same pay."

He said, "I know, I know, but take it."

WN: They pay you by the size of the school? Is that how the pay rate was?

SK: Yeah, number of the teachers you have.

WN: I see. I see.

SK: So, I went. After viewing, I went to him, and I told him that I'll take it. Just then, Oren E. Long came. And he heard the stories. He said, "Did you take Kīpapa?"

"Same pay, no promotion, but I'm going to take it."

He said, "Yeah, take it."

Just then, Loper succeeded Long [as superintendent in 1946].

WN: Harold Loper.

SK: Yeah. And Long went over to—I don't know whether it was welfare or health, but anyway, someplace. [Long became director of welfare for the territory after his tenure as superintendent of schools.] So, Loper said, "That's a start. Take it."

So I took it. And he knew me well because when I was at Kapāpala, he became district superintendent [i.e., supervising principal], too, of Kona [i.e., West Hawai'i]. So I came to Kīpapa and found the parents [to be] good. Over there we had a lot of leaders, you know.

WN: You know, you told me that for Waikīkī School they didn't have a cottage?

SK: Yes.

WN: Now, in those days, if a school didn't have a cottage, did you get, you know, like a stipend . . .

SK: No.

WN: . . . for rent or anything?

SK: In city schools, you don't get stipend. Only at country schools they had cottages, because nobody wants to go to the country, see?

WN: So why did you want to get a transfer from Moloka'i, from Kilohana School?

SK: Well, I wanted to be in Honolulu, so that I can give my kids a chance to go to better schools, you see.

WN: Did your children enjoy Moloka'i?

SK: They enjoyed. Yeah, they enjoyed. And so we came to Kīpapa.

WN: Now, right about that time [1946], that's when Harold Loper took over from Oren [E.] Long as state [i.e., territorial] superintendent.

SK: That's right.

WN: Were there any big changes with that change?

SK: No, I think he only chose maybe deputy superintendents or district superintendents. But everybody knew him. Oh, another thing that I would like to state before talking about Kīpapa

School is that the tidal wave came.

WN: Yeah.

SK: It was on April Fools' Day, April 1, [1946]. The bus driver's father called me and said, "Did the bus come?"

I said, "No, not yet."

"When the bus comes, tell the bus [driver] not to go down to the next village, because the tidal wave is here. Tell him to remain at the school."

I said, "Okay."

Then he said, "It's terrible, she washed [away] many of the homes."

So, I called down to this village below me and told the person who had a telephone, "Tell the kids not to come to school." I was, at the same time, the head of the disaster group for East Moloka'i. And I had the ambulance, too. So I drove the ambulance over, and I couldn't pass because the trees were down and everything. So I parked the ambulance on the side, walked, and, boy, it was terrible. Kitchen was flooded, kitchen utensils also thrown. No houses were washed away, but all the homes on the seashore were flooded. And I said to myself, I am a disaster head, I better do something. Poor guys, got no more kitchen utensils. How are they going to eat? They couldn't have breakfast early in the morning.

So I came back and I told the store manager—there was one store—"I think you better load my ambulance with food, pots and pans, stoves and whatnot."

WN: Was this Ah Ping [Store]?

SK: Ah Ping. I told him, "Gee, I don't know how I'm going to get the money, but never mind, you put 'em in." And began to go.

Got to the first house. "Oh, Mr. Kanda, don't worry. We can get along. We can get along." You know, instead of saying, "Gimme."

I said, "No, how are you going to eat? You cannot cook." So I give them. "Never mind." Then I went all through.

And I learned that one family climbed up the high mountain with the baby. And I thought, chee, we better do something, because I heard that the baby was not well, you see. So I came back, and I told the doctor, "I think we better go on the horseback and go up." The baby was sick. They brought him back, put him in the hospital, and we helped the family. But anyway, I forgot already as to how much it was, you know. But I called the Lions Club and told them what I did. I told them, "Help, whatever you can." Just then, Red Cross found out, too. So Red Cross took care of all the expenses.

So when I got the transfer, the parents gave me a big *lā'au*.

WN: You know, you were—okay, so you were the disaster chairman . . .

SK: Chairman for East Moloka'i.

WN: East Moloka'i. And you were the principal. And you drove the kids to the pineapple fields so that they could work.

SK: No, I didn't drive, because the plantation sent the truck.

WN: Oh, I see, but you got them on the truck.

SK: Yeah, you got them on the truck.

WN: I see. So it seems like a principal, in those days, especially at the country schools, did more than just being principal.

SK: Yeah, it was lot of work.

WN: Now, did you volunteer for these jobs, or it was part of your job?

SK: No, the department encouraged us to encourage the children to go out to work, help the plantations and whatnot. So I felt that I should do something, too, so I volunteered.

WN: Now, the disaster chairman, you volunteered for that, too?

SK: Oh, disaster chairman, Mr. Cooke appointed me.

WN: Oh, George Cooke?

SK: George Cooke.

WN: Can we take a break right now?

SK: Yeah, okay.

(Taping stops, then resumes.)

WN: Okay, Kīpapa School, 1946.

SK: I got to Kīpapa School in 1946 and found a very nice cottage. The secretary of the Kīpapa School was also a lady who lived over in that village. I forgot her name. Later on she became a secretary of bigger schools. And the leaders of this village that I enjoyed was Horace Higa—he passed away later on—and Tamanaha, Kinji Yamaki.

WN: These were at Kīpapa School?

SK: Kīpapa School.

WN: They were under you?

SK: No, no, they were not under me, they were CPC [California Packing Corporation] pineapple company people. The people were so nice. They wanted to have a basketball team, so we organized a basketball team and went around. And we decided to have a money-making enterprise. Horace Higa happened to be the brother-in-law of the manager of that store over in Kaimukī way, that side. Anyway, he gave a lot of goods to Kīpapa School. And I told my sister [at] Toda Drugs to send me something. So the things that they could get rid of, they sent over. And we had a very nice fair. Dr. [Masao] Kanemaru of Wahiawā had lot of films. And his projector, we used that for the motion picture and whatnot. And we made good money for Kīpapa School. And to me, I thought that I'm going to remain at Kīpapa School for many years, but no, [Robert] Faulkner came over and told me that I am to go to Fern School.

WN: So you were only at Kīpapa for one year [1946-47]?

SK: One year. So I enjoyed Kīpapa School.

WN: Was there a big difference, teaching at Kilohana compared to Kīpapa?

SK: No, not so much, not so much. To me, Kilohana was very good. The last year at Kilohana, an amazing thing happened—four Mainland teachers came. Why? They wanted to meet their boyfriends, who were in the army, so they came. But they worked out very nicely.

WN: You mean the boyfriends were stationed on Moloka'i?

SK: No, I don't know. They thought that they were on Moloka'i. Because Moloka'i was used as a training ground, too, in the beginning [of World War II]. I would say Kīpapa teachers were good, too, very good. And many of them traveled from Honolulu to Kīpapa.

WN: Oooh, that's a long way back then.

SK: Yes.

WN: Now, did you also teach at Kīpapa?

SK: Yes, I taught at Kīpapa, too.

WN: You were still principal and teacher.

SK: And the school went up to ninth grade, too, just like Kilohana, you know. And an interesting thing happened. I wanted Faulkner to be the speaker of the graduation exercises for the ninth graders. And he smiled and said, "I'll do better than that, I'll ask Long to come give a speech." And here he was governor-to-be, you know?

WN: That's right.

SK: Governor-to-be coming to Kīpapa School to make a speech. So I told the PTA [Parent-

Teacher Association] people that they must not forget, he's going to be governor, you know. What [other] intermediate school will have graduation exercises with the governor-to-be? They came. We had no stage, so we put up the stage outdoors. And we had a nice graduation exercise. I think [Kīpapa] School is the only intermediate school that had a governor-to-be speak. (Laughs)

WN: So you knew he was going to be governor already? He was already appointed.

SK: Yeah, he was already appointed. So that was Kīpapa, and then we got the Fern School [in 1947]. This was in August. I wanted to evaluate what I needed. I was a great enthusiast of recess activities, you see. If the kids play well, disciplinary problems go away. So I saw the beautiful park next to Fern School [with] no fence. And I asked the secretary, "May I see your storeroom?"

She said, "Surely."

I said, "Do you have athletic goods?"

She said, "No."

"Well, how do the children play in the park?"

"Oh, they bring their own broomsticks, and they make their own ball."

"Oh." So I called the board of directors of the PTA, very good members, and I told them what my views were, that I believe in having a good athletic program, good school program, and a good Christmas program. And I found that the school had no money. So I said, "I think we ought to raise money."

The parents said, "Why don't we put on a Mother Goose play and the parents act, be the characters?"

I smiled and said, "This is the first time I'm going to see parents being characters."

Everybody said, "We'll do it."

So they decided to put on a Mother Goose play. It was a huge success. And I felt so good. I told them that maybe I should do something, too. I put on carnivals every year, why don't I put one here, too? So anyway, we had the Mother Goose play. And then, I knew—what was his name? Ted, the board of parks man [i.e., director, City and County Department of Parks and Recreation].

WN: Nobriga?

SK: Nobriga. Ted Nobriga—that I want to examine the park and I want to do this-this-this. But I told him, "No fence. If the ball goes into the road, boy, the kids are going to run for it. Automobile comes and we're going to have huge accident."

"Chee, that's right, yeah, you need fence." And in no time, he put the fence up.

Then we had this little fair, and we got some money. Then I saw one morning, scorched wall, you know. Somebody must have burned newspaper. So, I made a point to go down some evening. I saw some kids sitting on the boards, talking story and all that. So I told them, "Say, if we have lights on the basketball court, you think you'll want to play?"

"Yeah."

"Okay." So I told them, "Will you ask your parents to come have a meeting with me? Then we'll go see Ted Nobriga." So the parents came. I took them over to see Ted Nobriga. I didn't tell Ted as to why I'm doing this, you see.

He said, "Sure, sure. I'll put on [lights]."

Then afterwards, later on when I met him, I told him why, you know.

He said, "Good idea." He put the lights on in no time, you know. Then kids would go over there, play in the evening. They don't come around the school building. So things went along very well at Fern.

Then we had the bazaar, fair. Did I tell you about the fair already?

WN: No.

SK: Kanemaru heard about it, so he sent his films and projector and whatnot. And my sister sent me goods from Maui. And I went to Muraoka Store and told him. He said, "Oh sure." Gave me stuff for low price. And we made good money, good money.

At the meeting for principals for the next year, Miss Engle, who took the sabbatical leave to go to Africa, told me that she wants to see me and Faulkner after the meeting. And Miss Engle said, "You know, I am not going to Kalihi Waena, because I have the right to go back to Fern."

WN: Oh, that's why you got the job at Fern, she was going to leave.

SK: No, she was on sabbatical leave from Fern. So I went to help her, you see.

WN: Oh, you went to Fern with the idea that you were only going to stay. . . .

SK: One year. So I told Faulkner, "She's right. Whenever anyone takes sabbatical leave, nobody can take her job away, or his job."

So Faulkner said, "Will you go to Kalihi Waena?"

I said, "I'll go anyplace." So I was sent to Kalihi Waena [in 1948].

WN: Which is a bigger school.

SK: Bigger school. This happened the day before school opened. (Chuckles) So I went to Kalihi Waena, I looked around. Teachers were there fixing the room for the next day. I entered the first grade—three first grades—and saw beautiful seat-work material in every room. Nice phonograph. I thought, chee, boy, this is a good school. So I praised the teachers, “You have a good school. They provide you with phonograph and seat-work material. Congratulations.”

Then later on, the eighth-grade teacher came, “You congratulated the teachers for the seat-work material in the first grade, and the phonograph. But you know, the teachers themselves bought the seat-work material and the phonograph.”

“Is that so? What wonderful teachers.”

So I reported this to the board of directors of the PTA. And they said, “Chee, shame on us, letting the teachers do that. We’ll come down, help the school.”

So they went down. And many of them were carpenters. They looked at the desks, fixed them all up. And the floors. Oh, they did wonderful work. Then the mothers thought they should do something, so they came, too, helped. And every school day, they came. So I told the vice principal, “You take care of the mothers. Let them tutor, let them do this-this-this. In other words, additional school staff.”

Things went very well at Kalihi Waena. And I told the parents, “Since you people are working so hard, I think I ought to do something, too. I’ll put on a fair, raise money to enrich the school.” So we put on the fair.

And one young man said, “You need a loudspeaker?”

“Yes, lend us.”

He said, “No, I’ll give it to you.”

And we had a wonderful fair, you know.

So for the three years that I remained at Kalihi Waena [1948–51], we put on the bazaar and made good money. So we had beautiful library books, everything super, you know. Children enjoyed.

WN: So in those days, principals were free to put on any kind of fund-raising for their school?

SK: Yes. Even now, I think. I used to do it every year in every school, because in the country, you have to do something, you know? So that went on, and we got along very well.

There is one story that I would like to tell you. One day, someone entered the cafeteria. I received the report from the police department that they found three kids selling rice and those things on the street. They stole that from our cafeteria. And one of the boys was a bad kid. One day, a Chinese boy, who had a beautiful raincoat, had it hung on his desk—disappeared. And I knew [it was] the boy who sat next to him, the rascal. So I went to his home, and the mother said, “Yeah, he just brought home a new coat.” You see. Brought

it out. Yeah, that's the one. So I told the mother what happened.

"Oh, that's too bad, too bad." And we returned the coat.

Then, next day, I told the boy, "Let's go and see Father John." I knew that their family was Catholic, you see. And Father John was the minister over at the—next to this Fern School. [St. John the Baptist] Church. And he knew me quite well, because during that year we used his large meeting room for the kindergarten. And I called him and I told him, "I'm going to bring a little boy down. Will you help?"

He said, "Sure."

So I took the boy down. Then the father said, "Come with me." Went into the church. I waited. Then the boy came out—tears, you know.

"Oh, did the father spank you?"

He said, "No, he only prayed." He knew he did the wrong thing.

And I said, "Well, anyway, be good boy." I took him home.

Then later on, I was invited to come to Judge [Gerald] Corbett's meeting. They were having a meeting on this family. Practically every member, the grown-ups and all, had some court record.

And then, the judge said, "Did you visit the home?"

"Yes."

"Did you know that no one of the court was allowed by the family to visit the home? You're the only one who was allowed to visit the home."

"Oh," I said, "I'm fortunate. The mother even gave me coffee." (Laughs)

They were so surprised that I was allowed to go into the house. Of course, I didn't know. I knocked at the door, I told them, "I'm so-and-so. This happened. And I just want you to ask you one question."

"Here, he just brought home the coat." No hard feelings, you know. So, this happened at the court, too.

And then one day—this was in the beginning, when I got to Kalihi Waena School—I heard voices coming out from this trench, you know. There is a large pipe that goes from the street over to the stream, you see. So I yell, "You boys get out from there." And they all came out, about five of them. I told them, "I don't want you people to go in there. Someday you're going to get killed." Problems of that nature were there in the beginning.

WN: Was it more so in Kalihi then, say, on the Big Island or Moloka'i?

SK: Yes, in other places, there wasn't this kind of a problem. The only thing that we had to worry [there] was if they don't come to school. So anyway, this was over at Kalihi Waena. And then on the third year, around April. . . .

WN: Nineteen fifty-one?

SK: Nineteen fifty-one. Mr. Faulkner asked me to go to Kauluwela School, which is a bigger school than Kalihi Waena. Then, around end of May, he said, "Will you go to Ka'iulani [School]?"

I said, "Which is bigger?"

"Ka'iulani is bigger."

"Well, I'll go to the bigger one."

WN: Well, why did you want a bigger school, besides the pay?

SK: More pay, yeah.

WN: Was there any other reason?

SK: No, that was it, the pay. So I was to go to Ka'iulani. Then . . .

WN: The bigger schools, did the principals teach also?

SK: No.

WN: Oh, okay.

SK: No. So at Kalihi Waena, I didn't teach.

WN: Oh, okay. So that was the first school you ever went to that you didn't have to teach.

SK: Fern School was the first school. Then, later on, in June, when school was to end, Mr. Wong, who was the principal [of Ka'iulani School], transferred to Central Intermediate. He called me to visit the school. So I went to visit, met all the teachers and everything. And everything was prepared for me to transfer to Ka'iulani. Then on August the fifteenth, I receive a call. Faulkner said, "Will you go to Kalākaua Intermediate?"

I said, "Yeah, sure. What is the message?" You see. To me, I was going to Ka'iulani.

He said, "No, to be principal. You cannot refuse, because it's already approved."

"Okay, I'll go. How's the school?"

"Oh, okay, all right."

I visited the school. They say everything is all right. I don't have to worry, you know. First day of school, six fights (WN laughs). The vice principal was new, too.

WN: Is this the first school you had a vice principal?

SK: No, no. I had a vice principal at Kalihi Waena.

So I told the vice principal, "You go in the back, I'll go in the front." And we took care of the fights. I said to myself, something is wrong. So I looked around, studied, and found that there was lots to do to improve the school.

So I called Faulkner, I told him, "You know, you told me everything is all right, but everything is not right. See, there were six fights. I see the problems. But I'll guarantee you, I'll work hard and long to fix this up."

I think he didn't know that these things were happening. And then, I walked around. When I walked around the town, the parents who knew me, "How is Kalākaua?"

"Ho, bad. I need your help."

"Sure, we'll help you." You know, everybody.

Then we began to work. I told the teachers what I wanted to do. And the teachers thought that I was criticizing them, you see. So I decided to choose representatives from the teachers, and then began to use them as a steering committee and carry it out. Then these members who were on the steering committee relayed the stories to the rest of the teachers, and they all appreciated this. So they'd be turned around, begin to help. And things went along pretty well.

Then I decided to have a meeting [with] representatives of the [division of] mental health, the police department, Department of [Public Instruction] and Kalihi-Pālāma Community Council. We talked about what I wanted to do. I suggested that we pick about ten bad eggs and hold the class over at Pālāma Settlement. And then choose a good teacher to carry on a well-rounded program—athletics, camping and whatnot. Then the head of the [territorial] division of mental health said, "If it is going to be education, it should not leave the school."

I said, "Okay, if that's the case, we can, maybe, carry out the program in the school."

So this committee really worked hard, and they organized what I call the class for incorrigibles. But later on, they named it the emotionally disturbed class. Irwin Tanaka, who was a YMCA man, was selected [as teacher]. The class was organized, and we gave one room to them. And the members of the class came to see me and said, "Will you lock us up so that we do not get into trouble?"

I said, "No, I cannot do that. You lock yourselves up yourself."

"Okay." So they lock from inside. They didn't want to go out for recesses. When all the classes were out, they'd go out. And then later on, they said, "I think we're strong enough

now, will you please unlock us."

I said, "No, I cannot unlock you. You unlock yourselves."

"Okay."

So they made a sort of a ruling that they cannot go to certain places during recess, and they carried on certain programs. And Irwin Tanaka was very good at this. So they carried on. And they used the Kalihi Recreation Center and Kalākaua Recreation Center, and they played basketball and whatnot. Then later on, they wanted to challenge basketball [against the] school team. So they played. And, oh boy, the class went ahead.

Of course, one of the regulations of this class was that the parents of the kids must promise to participate with the school program. Otherwise, the children will not be picked. So the parents had monthly meetings. And to this monthly meeting, the division of mental health sent a representative. At the first meeting, the boys—the members of the class—served refreshments. And the parents said, "Aren't we ashamed we have the class members serve refreshments. Why can't we serve refreshments?"

So after that, every month the parents brought [refreshments] over. And the program went along very well. The representatives of the various departments had a steering committee meeting every week, on Wednesday, lunchtime. And I served the lunch, of course. Things went along very well.

Irwin Tanaka took them over to Kahuku side. He had a friend who had a beach home, so he used this beach home for about two nights and three days and so forth. And the kids, themselves, had to cook and they had to work together. The camping educational program was, I think, superb. In no time, the kids jumped five, six grades scholastically.

END OF SIDE TWO

TAPE NO. 21-19-2-91; SIDE ONE

SK: So scholastically, they jumped way up high. And these kids, instead of now being the leaders of crime, became the opposite. They went around and told the rascals not to do it. And the school changed. And so we gave credit to this program.

WN: So it was the DOE [DPI] that funded this kind of thing.

SK: Yes.

WN: Was there anything like that done before?

SK: No, this was the first time. Other legislators found out about what was going on. And they wanted such a class in every [district], so they put in a bill, appropriated money for all the [territory] of Hawai'i. But, just as I thought, failure came, because the teachers were not

prepared for it. So later on, I learned from the legislators of my district that they were going to withdraw the funds. I told them, "Don't you withdraw mine, because we need it." So they didn't take our money away. To me, I feel that two items—one is non-directives during the summer, and the choice of teachers who were not prepared to teach this kind of a class—was cause of the failure in many of the other schools. That's how I feel.

WN: I'm wondering, did a student, to be in this program, have to be medically shown to be emotionally disturbed? Or is it more of a incorrigible?

SK: Seems to me, they looked into all phases. And they chose the most potential mental strength. The brightest ones, they chose. I was talking to Irwin Tanaka, after this program came, and I was saying that we're fortunate that all the members became good industrial leaders and whatnot. But he said one landed in prison.

WN: So these were children who had some problems, but yet, mentally they were sharp.

SK: Mentally strong, yes.

WN: But what about those that weren't mentally strong? What became of them?

SK: They were not chosen, because they wanted to really bring profit to the program, you see. So they took the best ones and carried on.

WN: I see. I'm wondering, Fern School, Kalihi Waena, and Kalākaua were all part of Honolulu district?

SK: Honolulu district.

WN: Were there advantages to working—to being under Honolulu district, as opposed to Maui or West Hawai'i?

SK: Well, I think it was much easier, because the head office was right in your vicinity, you see. You can talk to them all the time. And too, in Honolulu, I was fortunate because I knew Judge [Gerald] Corbett, the police department, and all these guys, you know. So whenever I meet them, they say, "How's it going?" I tell them. And they were really very helpful.

WN: Could this program have started, say, on the neighbor islands, too?

SK: I think so, I think so. You see, the thing that I regret is that maybe many of the observers felt that the class is easier to handle. It is not easy. The students are so disturbed that you must have a good leader. And Irwin Tanaka worked, I would say, twenty-four hours a day. Some of these kids who got in trouble, he used to take home, you know. And the kids respect Irwin Tanaka.

WN: Is there an equivalent program today?

SK: There is, but I think it's only namesake. They call 'em emotionally disturbed class, but the teachers are not doing anything. Because [when] I (visited Kalākaua one day after I retired as

Honolulu District superintendent, I dropped in on the class). The recess was over, but the kids were still playing. I said [to the teacher], "Where are your children?"

"Oh, they're coming in now." You know what I mean? So it's in name only, the way I feel.

(At about midway through the 1951-1952 school year at Kalākaua Intermediate School, Dr. Hubert Everly, dean of the Teachers College of University of Hawai'i, telephoned me saying that he would like to send intern teachers to Kalākaua Intermediate School each semester to teach. I happily accepted his plan. Mrs. Esther See and Mrs. Kam Yuen Loo, teachers at Kalākaua Intermediate School, were selected as supervisors of the program. The program was successfully inaugurated on September, 1952. Six teachers-to-be came every semester. The program was most successful, and the students enjoyed the program. The intern teachers were also very happy. Many of these intern teachers became principals in later years. Mr. Andy Nii is now the principal of McKinley Community School for Adults. Mr. Robert Bean became the principal of Hilo Intermediate School. I am sure many others became administrators. This program was still in practice in 1962 when I became principal of Farrington High School.)

WN: Well, later on I'll ask you about what your observations are of the school system today. What I want to do is stop here, before we get into your Farrington High School, 1962. But I just have a couple more questions. One is, where did you live when you moved to Honolulu to teach at Fern?

SK: When I got to Fern, I had a rental house on Punchbowl. The owner bought two new houses in front of their home, because they wanted to have good neighbors. And I put out the ad—did I tell you about the ad?

WN: No.

SK: (Chuckles) I wanted to have someplace to live, so I told Chinn Ho, Hung Wai Ching, and all these real estate people my problem. So they said, "The best thing is for you put in an ad."

So they suggested, "A principal and wife and children desire to have a rental home. Please call so-and-so." So that ad went out.

I received about six calls. One was from 'Ewa—live in 'Ewa, free. Just live in the house, because nobody's living in it. And take care of the house. And the second one was from Kailua, rental charge. And the third one was the one over in Punchbowl. This girl said, "We have two houses in front of the house because we want to have a good neighbor. Will you live in that house? Sixty dollars a month." To me, I thought it was cheap. Sixty dollars, two bedrooms, living room, dining room, you know, and downstairs. I took that sixty-dollar one. So we lived there.

END OF INTERVIEW

Tape No. 21-21-3-91

ORAL HISTORY INTERVIEW

with

Stephen S. Kanda (SK)

April 23, 1991

Mānoa, O'ahu

BY: Warren Nishimoto (WN)

WN: This is an interview with Stephen Kanda, on April 23, 1991, at his home in Mānoa, O'ahu. The interviewer is Warren Nishimoto.

Okay, we were finishing up talking about Kalākaua Intermediate and the class that you were talking about, the special class.

SK: Yes. I would like to state at this time that perhaps it is wise for the Department of Education, as well as the legislature, to restudy the original purpose of this class and not to establish this in every school, because it's a very expensive procedure. However, I would very strongly recommend that, before doing anything, go to Pālama Settlement and study the program under Judge Corbett, and reestablish the one that Kalākaua Intermediate School had.

WN: So right now, there isn't any program like that?

SK: There is an emotionally-disturbed class in many schools, but it is handled on the regular school schedule, no twelve-month basis. And teachers do not receive extra pay for this, so I have a feeling that many of the emotionally-disturbed classes are carried on just like ordinary classes—no camping, no group decision-making in buying food, cooking food, making schedules of the program for summer. The togetherness is lost. And the true purpose of the class is partially lost.

WN: You said it's an expensive program. Why, in what way?

SK: It is an expensive program because the teachers receive twelve months' pay, not the regular teachers' pay of ten months. And then, too, the selection of the teacher is very important, because the teacher must be seriously interested in the purpose of the class. Then, because of this feeling, the relationship of the teacher and the students will become just like the relationship of parents and children.

WN: Did you have difficulty finding teachers for this program?

SK: I really don't understand who selected Irwin Tanaka. I did not know Irwin Tanaka, but

somehow they said, "We have selected Irwin Tanaka."

I said, "Okay, if you have selected, all right, let's go." Evidently Irwin Tanaka was well known in the YMCA [Young Men's Christian Association] program.

WN: So when you left Kalākaua in '62, was that program still . . .

SK: The program was still there, but after I left Kalākaua—or I think, just before that—it became a ten-months' program.

WN: Did anybody try to protest that?

SK: I told some of the legislators that when they established this system for every district in Hawai'i, then I felt that the purpose is wrong.

WN: So did students come to Kalākaua who weren't living in the district just to participate in that program?

SK: Somehow the representatives of the various departments of the state felt that we should choose the worst cases—problem cases—for this class, especially the juvenile court.

WN: So children who were living, say, in other districts outside of Kalihi came to Kalākaua?

SK: Yeah, we had some. So the juvenile court selected the cases, and we carried on.

WN: Did you get any opposition from parents whose students weren't part of the program?

SK: No, the parents were all happy that their child was selected for the class. And they were very enthusiastic at the parents' meeting.

WN: What about the parents of students who weren't in the program? Did they . . .

SK: They haven't said anything. I think my feeling is the parents of the other problem children were happy that the class was organized, and the students were observing how the classes would go. The members of the class, I think, also spoke to them not to be bad. (Chuckles)

WN: Okay.

SK: So now you want me to go to Farrington?

WN: Yeah, okay. So in '62 you moved to become principal of Farrington.

SK: Nineteen sixty-two. Before going into this, I would like to state that at that time Kalākaua Intermediate School principal's pay and Farrington High School pay was the same. And since I was enjoying Kalākaua School and the parents were so much in back of me, I felt that I shouldn't go. So when Walton Gordon got the state [superintendent's] job, and William Belt of Maui was selected as the principal of Farrington High School, about twelve representatives of Kalihi, my area, came. They didn't make any appointment, they just came, so I thought

maybe something terrible has happened. So I said, "What happened? What is the problem?"

They said, "No, we have come just to ask you why you didn't get Farrington."

And I said, "I didn't get Farrington because I didn't ask."

They said, "Oh, you must ask?"

"Yes, I must apply. And since I'm enjoying Kalākaua, I decided not to go."

Then they said, "Oh, is that so? We wanted you to be principal of Farrington."

Two years later, Bill Belt, who was the Farrington High School principal, moved to the state office, so a vacancy occurred. And I said to myself, chee, problem for me. I really want to remain at Kalākaua, but maybe I should do something. So I sent a letter to the head office saying that if appointed as principal of Farrington High School, I promise to do my best, period. I didn't say, "Please give me," hoping that they won't.

Then one night, at about eleven o'clock, Bill Belt called me, "Congratulations, Steve."

So I said, "Congratulations for what?"

"You got Farrington."

"Is that so? Gee, thank you very much," I said. And I said to myself, good night, I got Farrington. But anyway, I'll go. So, I went to Farrington.

When I got to Farrington and had the first meeting, I was really surprised to see that the caliber of the teachers was so good and their dedication towards the school was so high. I said, good thing I came to Farrington. So I proposed to them some of my observations and what we should do. They all agreed, they all wanted to do. And. . . .

WN: For example, what?

SK: For example, the help that we should give to the kids for future jobs. Something like this, you know. And the value of togetherness and so forth.

Then one night, I was invited to a meeting—I'm very sure it was the division of welfare, you know—over in Kalihi. So I went. The person who represented the department began to talk about the value or the desire of the federal government for the high schools to carry on a special students' program which deals with afternoon work in government offices. The students will receive pay, but the pay must be used to enter colleges. I looked around and I didn't see a single other high school principal there. I was the only principal. And I said, "Chee, this is a good program." The school itself had to plan the program. And they gave the guidelines.

Then the next day, I went back and selected some of the teachers that I had and had a meeting. And I said, "Last night, I was at a meeting. I was the only high school principal.

And these are the things that they wanted us to do—to write the program, and for the students to go afternoons to work in these places. And you are to write out the program as to what they should do in the working places.”

And they said, “Chee, that’s a good program. Good night! The students will be way ahead.”

So about six or seven of them—Ken Omura and others—began to talk about it. They all felt that this was a very good program, you know. So they began to write it up. And I saw them working before school, after school, nighttime, about six of them. I said, chee, this is not fair. They teach, then work early in the morning, after school, nighttime. I must do something.

So I called the district superintendent, Mrs. Beatrice Carter, and I said, “I wonder if you can give me six substitutes, because they [full-time teachers] are now in the phase of writing up this program which will be of great value to the students of Farrington High.”

And she said, “All right, surely.” And six substitutes came.

So I told the substitutes, “Go in, teach.” Then I told the members of this committee to work on the write-up. This was presented to the welfare division, and they liked it very much. They presented it to the federal government, they liked it. And we got that, National Youth Opportunity Program, I think they call it. This was written by Kenneth Omura, (Frank) Minato, Haruo Oda, and so forth. So we were the first high school that did this.

WN: Is that like vocational ed?

SK: No, this was not vocational ed, you know. This was spread out to all the students, and we selected from all over. Because it was not only vocational, some worked in regular offices, you know. So it was a high-class program.

WN: So, it was white-collar work, too, then.

SK: Yes, white-collar, too.

WN: Was it college-prep at all?

SK: Yes, that’s right, National Youth Opportunity Program. Also, the teachers were very much interested in giving aid to the students, so they had all kinds of aid programs for the students. I cannot recall all of them. If you want to find out, you call Kenneth Omura, he knows lots, but I cannot remember. As I said, the teachers really worked hard, early in the morning, during school, afternoon. Not one grumbling teacher. I thought it was very good. Then, after the first year, the vice principal, who is related to the retired judge, [William] Richardson, became the administrator of that community college over behind McKinley.

WN: Behind McKinley? Kapi‘olani [Community College].

SK: Kapi‘olani, yeah. So he became [an administrator there]. So I had to look for a new [vice] principal. I thought I’d choose Tom Kiyosaki, who was the athletic director for Farrington

High. So I walked down to the superintendent's office, and the person who was in charge of the training of the vice principals told me, "There are six more candidates for vice principal, so you should interview those six before you choose Tom Kiyosaki."

I said, "All right."

So I interviewed one, and I thought he was pretty good, but I thought that I should interview more. So Joshua Aagsalud came on Labor Day, holiday, and I interviewed him. And I said to myself, this is the best candidate that I can find. I said to him, "I will choose you, so you come tomorrow to be vice principal." So he became vice principal. And sure enough, he was an outstanding person. He worked hard, so our school was very much benefitted.

The accreditation team came in my second year and Farrington High School was the first public school to be accredited. The commission also invited some of the personnel of the Department of Education schools—you know, the principals—to join the committee. And the vice principal of Kamehameha also came, John Darvil. And they went over, examining everything. One day, the chairman of the commission said, "I would like to talk to the legislators who are responsible for Farrington High School, so would you please call them together on certain-certain day, next week."

And I said, "Chee, they are busy people. However, I will call." So I called everyone by telephone.

And on that day, 100 percent attended. The chairman of the commission was very much surprised that all came. When I said that all may not be able to come, he said, "Oh, that's all right, even if one comes it's all right." So when 100 percent turned out, he was very pleased.

And then, after the members of the commission examined everything, he [chairman] came to me and said, "Mr. Kanda, you have a perfect school, but I'm not going to give you a perfect score. Because if I give Farrington a perfect score, the legislature may not help you."

I said, "Well, it's up to you, it is your decision, not mine." So they gave us the second highest. And we were very proud.

Then, two years after I retired, I received a call from Joshua Aagsalud, who was then the principal of Kaimukī High School. He said, "The chairman of that commission who came to accredit Farrington wants to see you, so will you come?"

I said, "Okay." I went. And boy, we had a nice reunion.

And then another thing happened. John Darvil was very, very much surprised to find so many good things going on at Farrington High. So he must have contacted the private school principals. They sent representatives to inquire and so forth. I felt proud that they were copying so many of the things that we were doing. So I reported to the superintendent and the district superintendent as to what happened. And many of the citizens of Kalihi learned that so many good things happened. The legislators at that time were Akira Sakima and George Ariyoshi—you know, the one who became governor—William Furtado, James Wakatsuki, George Loo, Peter Iha, Kenneth Loo and Patsy Mink. Those are the ones. So I enjoyed

Farrington.

Then, of course, the athletic program was very strong, too, very strong. But unfortunately for me, one year [when] we were about to get the championship, somehow we lost. (Chuckles)

WN: Well, they hadn't had a public school champion in a long time.

SK: But the following year, after I was promoted, they got the championship.

WN: Sixty-five?

SK: Yeah, yeah.

WN: Farrington today is, you know, in the headlines quite a bit because of some of the problems. When you were there, were there similar types of problems there, regarding . . .

SK: No, no. I would like to say this. I was very pleased that they had—I forget the name of the club. But anyway, all the athletes were in this. And they were the leaders in taking care of the high school. So in the auditorium, not one chair was scratched or marked. Perfect, you know. And during the assemblies, these athletes would go around, and when they'd see anything wrong, they'd whisper. So no noise and no destruction, and they were good. Even during the recesses, they'd walk around. If there were any fights, they'd stop. And one day, when this accreditation team came, we were having a meeting. Agsalud was with us, too. Then after the meeting, I received a report from an athlete who telephoned the police department to come because he felt that a man in the yard was an escaped prisoner. And they came, they captured him. He [student] didn't want to disturb us, so he didn't even call us. He just went to the telephone, call 'em, you know. And that's how it was.

Like, for example, during recess, I'd walk around, I'd see them walking around too. And they'd control everything. One day, as I was walking, during the study period, one of the athletes said, "Mr. Kanda, do you want me to tell those people standing on the street to go away?"

I said, "Yeah, good idea. But don't scold them," I said, "Just say, 'Please move away from the school grounds.'" So he did that. So, you may say, there were no disciplinary problems.

WN: Did like, for example, the football or athletic staff have anything to do with it, also?

SK: Yes. There was a—gee, I forgot the teacher's name. But anyway, she took care of this club, you know. The kids listened to her.

WN: How about problems regarding an immigrant population that Kalihi has always been noted for?

SK: They were very . . .

WN: Non-English speaking. . . . Any kind of that kind of problems?

SK: What kind? Parents' problems?

WN: Parents not speaking English, or the children not speaking English? Was that a problem then?

SK: No, we didn't have. The parents were really very nice, too. They were very good. I used to go to the athletes' [locker] room after the game or before the game, and I used to see many of the parents over there encouraging the kids to do well.

I also was fortunate in having the backing of the legislators for our building program. So the field house, the gym that we have now, came up, and then the English building came up, and music room. Then just before the cafeteria was to be put up, Akira Sakima came and said, "I wonder if you can postpone one year for the cafeteria because Kalākaua School wants something."

I said, "Okay. Thanks for all that help that you're giving me." Then, the cafeteria came up. And I was very proud. And so [James] Wakatsuki and those people were really good.

WN: Now, in those days though, as principal then, for example, if you needed a building, you would work directly with the legislators in your district?

SK: No.

WN: Or did you have to go through a . . .

SK: No, I went to my legislative friends. I told them, "This, this, this, this are required." I said, "If you can, put in a bill and back us up." That's what I did.

WN: Did you have to go through the district DOE office first?

SK: I just reported to them what I'm doing. To me, I felt, and for quite some time I used to feel, even in the country, that you have to take the initial step to inform the legislator or councilman of what you need. If not, you'll never get it. Like, for example, Ho'okena School. When I went to move into the cottage, I saw the cottage all termite-eaten. *Pukas* in the floor and whatnot. And, an interesting thing. Maybe I said this to you before, but Julian Yates wanted me to help him to calm the relationship between himself and James Campsie of Pāhala, Hawaiian Agricultural Company. And because of that, Julian Yates wanted to help me, and he gave me a new cottage, you see. Something like that.

WN: I was wondering, when you went directly to your legislators, did you come across any kind of opposition—or not opposition, but resentment from the DOE offices that you're not supposed to . . .

SK: No, no they were very . . .

WN: I mean, could any principal go to . . .

SK: I used to go to the business office and talk to the head of the business office, because they were the ones that used to do the work with the legislature. And I'd just let my district

superintendent know what I'm doing. Because the legislators were so good, and I felt that I should go down to see them when they're in session. So sometimes I used to go down and sit on the veranda—you know, the legislature used to meet in the old house [i.e., 'Iolani Palace], not the new one [State Capitol]. And I'd sit over there, and during recess, all of them would come. They'd say, "You want anything?"

I'd say, "No, I came because I felt that I should thank you people for what you're doing." And they'd take me inside for coffee and all that. And the relationship was really nice. I used to feel very happy, you know. Every one of them would come.

WN: Was that common for a principal—high school principals to go lobbying at the legislature? Did all the principals do that?

SK: Well, I don't think so. I don't know whether they did it or not. But I used to go because I felt that it is not right for me to just stay away and receive all these things, so I went to thank them, you see. Of course, I used to invite them for May Day and all that. But to me, I felt that I should go, so I went down.

WN: But you also went to have a bill introduced, and you tracked the bill also by going to the legislature, to keep track of the bill?

SK: No, no.

WN: You didn't just go to thank them?

SK: Yeah, I just went.

WN: Oh, yeah?

SK: When they put in the bill, I just was pleased. I didn't go to the other legislators, but I used to thank them, send them a letter or something like that.

WN: So, for example, Mr. Sakima, did you know him before he became a legislator?

SK: No, I didn't know. When I went to Fern School, there were very few legislators from Kalihi. I think there was only one, I forgot his name. And I know Jack Burns was trying to get in, and we had—the Democrats had hard time. The Republicans were the key people, and you had to know Republicans in order to get what you wanted. So I worked with the Democrats and tried to help them and whatnot. And gradually they began to get in. So when they got in, good night! Kalihi got lots of stuff.

WN: Fifty-four, then [after] 1954.

SK: Yes. I got to Fern School 1947, you see. So I used to work with them and urge them to go ahead. And I used to know Jack Burns quite well.

WN: So from the beginning in Fern School, you worked with the Democrats, even though as a party they weren't in power yet.

SK: Yes, I used to. There was a Hawaiian man—I forgot his name—part-Hawaiian man who lived in the Middle Street area, who was a Democrat [Charles E. Kauhane].

WN: So how influential was Jack Burns in helping out the Kalihi schools?

SK: He lived in Kalihi many years ago, you know, so he was very nice, too.

WN: Okay.

SK: So, I'm now in the Honolulu district, am I right?

WN: So, 1964, you left Farrington to be acting central district superintendent.

SK: I just called the principals together right away. And I told them that I will be with you for only two months. So you must let me know what you want, and I will do the best that I can for you.

WN: Now, central included Kalihi?

SK: No.

WN: Okay.

SK: Central district included 'Aiea and all the other side.

WN: Up to Waialua?

SK: Yes. They gave me a list of needs, you know. And I told the business office as to what I'm doing. I went to them and told them that the central district is way down, they need the money. And they said, "Okay, we'll look around."

They looked around, and they found money, you know. And we gave it to central district. So, all the principals were so happy, so they began to build and whatnot. And things were going along pretty well. The central district did not have an office, so when the library in Wahiawā moved to a new building, we were to take over the old library building. I felt that the office [section] of the library was not large enough. So I talked to the politicians of the central district, and they began to help us.

WN: So let's---let me back up little bit. In 1964, you were appointed by [R.] Burl Yarberry to be acting central district superintendent.

SK: About that time.

WN: What were the circumstances around that appointment? How did you come to be appointed?

SK: Oh, I don't know. That was just as sort of substitute, you see. I said, "For how long?"

He said, "Two months."

I said, "Well, if it's two months, it's all right. Josh Aagsalud is a very good vice principal. He can run Farrington High." So Josh became acting principal, and I went to Wahiawā.

WN: Oh, with the idea that you're going to come back to Farrington.

SK: Come back to Farrington. Then he [Yarberry] told me, "Will you [be] Honolulu district [superintendent], because Bea Carter's got an enlarged heart?"

I asked him, "For how long?"

"Oh, forever." (Chuckles)

So I said, "Okay."

Then the next day, the secretary called, saying, "You are to come in for an interview before you become district superintendent."

I said, "Okay."

Then, oh, I would say few hours later, I received a call again, "Mr. Yarberry said he already interviewed you, so you don't have to come." (WN laughs.) So that's how it happened, and I went to Honolulu district.

WN: Was that a very desirable position at that time?

SK: No, I don't think it was, because things were very rough, very rough. For example, [the district superintendent was responsible for] appropriation from the state to take care of all the Honolulu schools, and to back up the instructional programs. So it was a tough job, but I took it. I said to Yarberry, "If you want to send me, well, I'll go." So I went.

WN: How did you feel about leaving Farrington?

SK: Well, I felt that since the superintendent wanted me to go, well, I think I should do it. I missed Farrington very much. And then, I didn't have so many years to go either, because I was quite an old man, see. But I said I will do the best that I can.

WN: Let me turn the tape over, okay?

END OF SIDE ONE

SIDE TWO

WN: How did you meet Burl Yarberry?

SK: Well, I was quite active in Kalihi with the Kalihi-Pālana Community Council. And also, because of that, and because of Walton Gordon, I got involved in the Susannah Wesley Home

program. At that time, they were taking care of youngsters who had no homes or were having problems and whatnot. And I don't know why, but they chose me as a chairman of the new building that was to come up. So the new building came up. One of the directors was Mrs. [Bethel] Yarberry.

WN: So as Honolulu district superintendent, what were your duties? What needed to be done?

SK: First, I wanted to see whether there was coordination amongst the members of the district to see whether each one knew what was going on. And I found that they were doing good work. I also felt that the services that the district office was giving the schools was going pretty well. I felt that I should make my rounds, so that they will know that the district is really working close with the schools.

The problem that I had was the building. Each department was hampered, because there was no space in the district office, no space for them to do work. And because of that I wanted the legislators to give us a building suitable for us to work hard in. So I asked whether we can move to Waikīkī [in the] old school and use that building, or build up a new building on the Punchbowl slopes or Diamond Head. And they were all willing to do it, you see, but I didn't remain in the district office long enough to carry on.

WN: Did you need to do lobbying, more lobbying?

SK: Lobbying. Well . . .

WN: As district superintendent.

SK: Yes, I used to go down and see them. But they all knew me because I was in Fern School, Kalihi Waena, Kalākaua and Farrington. So they all knew me.

And after making my rounds in November, I found myself massaging my heart at my desk. [SK rubs chest.] And I called my doctor, and doctor said, "Come down right away."

I went down. He gave me an EKG test and said, "You had a slight heart attack, so you better take it easy."

I said, "What do you mean, take it easy? Retire?"

"No, take it easy."

I felt that I cannot take it easy as a district superintendent because I had to give leadership and work very hard. So I asked him, "How do I die, if I die?"

He said, "You'll die overnight with a heart attack."

"Is that so? Okay, thank you."

And so I walked back to my office and dictated to my secretary that I wished to retire because I'd had a slight heart attack, and that someone else who is healthy should take over. The basic

reason I wanted to retire is that if I died within two months, my wife would lose the government share of the retirement fund. So I dictated, we sent the letter out. And that afternoon, I called my staff members together and I told them what I did. The news came out. The [school] board members were holding the board meeting over in Kaua'i. Even the superintendent was there. So when the news came, they were dumbfounded, because I had told them that I was going to remain until I retire. So they came back, and they called me.

WN: Because you were not quite retirement age yet, right?

SK: I was sixty-three. I had about a year and a half to go in order to retire. But the basic reason was I felt that if I died within two months, or if I died within the active service, my wife will lose all the money, thousands of dollars. So I retired. And the news came out, and the board members came to me. And I told them why I am retiring. "Oh, if that's the case, well, cannot help."

And after this happened, the district office staff gave me a retirement party. The principals of the Honolulu schools gave me a party. Then Kalihi—the town—also gave me a party. And so I had parties all over. And to this party came Yarberry. At that time, I think Yarberry was affiliated with Kamehameha School. [Yarberry became principal of Kamehameha School for Boys in 1966.]

WN: He had left the superintendent's position [by then].

SK: Yes. So he came, then he also greeted me. So I felt very good that all these districts gave me a party.

WN: (Chuckles) So you retired in 1967. As you look back now upon your career, and you look at the situation of the public schools today, what are your feelings?

SK: My sincere feeling is that basically the relationship of the school and the community is lacking. I know the principal has a tough job, but to me, the principal should also visit the homes, not every home, but some particular homes. If you do that, the head of the home whose family is causing a lot of trouble may be the first to come out to help resolve the problem, without you asking. And because of the togetherness, the school will become good. That's how I feel. So while making the visitation to the home, you should not go with the idea of scolding the family. You have to go with the feeling that, let's work together. And the parents will be very pleased.

WN: Do you think it's more difficult being a principal today than when you were a principal?

SK: I think so. But to me, I feel that human relationship is something that is quite warm. And even if the boy is very bad, I think it is the way you approach. The kid himself may turn. I used to do that when I was at Kalākaua. If I feel that he should be spanked, I spank. But I will explain to him why I am spanking. And I tell him, "You go home and report to your parents that I spanked you." But usually they will not report. But they will become very friendly with you. And they will be the ones who will be saying, "Mr. Kanda, I want to report to you that certain-certain thing may happen." You know? Then he'll help me resolve the problem.

WN: Today, there's no spanking, right? I mean . . .

SK: I think so. I don't know whether they spank or not. But I don't mean that I'm spanking everyone, but some really—boys—who feel that he is the ruler, he is the one who takes power to harm the other guy. Then I think you have to spank. So that's my way. But I don't mean that you spank with the feeling of meanness, revenge. You spank with the feeling that you're going to make the boy a good boy. Then it's different.

WN: So all what is negative today about the schools—and, you know, everything is not all negative. I'm sure there are good things, too, and we can talk about that shortly. But is some of the cause of negativeness—where does the fault lie? Is it in the school or is it at home?

SK: Well, I have a feeling that in some cases it is not the school, but it is the feeling of gang system, the feeling of what is happening in the community. Some of these thieves will go in and rob and then not get arrested. And he is enjoying the money, that kind of stuff. "Let's get together to become rich, and let's enjoy ourselves by burglarizing or hijacking," or something like that. That's how the feeling is, I think.

So the character traits of the kids must be changed through wholesome activities—baseball, football, anything. And I many times feel that maybe this is lacking during the recess time in the schools. I see many of them just sitting down, talking stories. If they are talking of good stories, it's all right. But it may be the negative kind—how to rob, how to do this, this, this, may be going on. So the activities that occur in the recess times are very important. Because of that I feel that teachers should be used for recesses. That's how I feel.

For example, at Kalākaua, I used to have the kids go out, play baseball, and have sort of a baseball league [during] recess time, the way we used to do it in the country. And have the whole school go out to cheer them. See, when you do positive things like that, they're not going to do bad things. But when they begin to sit and talk stories, this is very dangerous. Because there will be two groups. One which will be enjoying the stories, positive kind of stories. The other is the negative kind, how to be a crook, how to succeed in stealing, how to do this, this, this. You know? So that's why I feel the teaching job is a very difficult job. But I understand now that the teachers do not need to go out [during recesses]. They just have a rest. From the standpoint of education or teaching, maybe it is good. But from the standpoint of building the youngsters, it is wrong. You know what I mean? I think the teaching profession is a very difficult job, because the teacher is working a full day, up to two o'clock. And from two o'clock on, they work again preparing for the next day. So they should be paid very well.

WN: Do you think they're getting enough pay today?

SK: I think they are. But this rest during the recess, I think, is wrong.

WN: I think that's something [to do] with the union [Hawai'i State Teachers Association].

SK: That's right. But, you see, they have now, I think, the additional personnel. I don't know what they're called, but they're just like policemen who watch to see that they do not fight and so forth. Now, that's a negative way. The other way is we're going to have lot of fun,

you see? Then, that is a positive way, you see? That's how I feel.

WN: Well, we're talking some of the negative things about the schools today. What about some positive things? What is good about our system?

SK: I think the instructional programs are going along very well. And then the feeling of belonging to the school is very well amongst the teachers. But the negative thing that I personally feel is the care [during] the recesses. It's very important, because here the relationship of friendliness and all those things will come out. And the kids who feel that this teacher is good will not make any trouble in the classroom. I know from the present teachers' standpoint, "No, we need rest." I think that's how they feel. But teachers who are good in sports and whatnot, if they go out and teach them how to play, or make a league [with] programs to see who and who will be playing today, like sort of a league, I think they'd enjoy it a lot.

WN: Well, Mr. Kanda, you know, you've had a long career in teaching. You've come all the way from the Big Island to O'ahu. You've been at different schools. How do you feel about your career?

SK: I feel that I have been very fortunate. Because originally, I wanted to become an engineer, but started as a teacher. I began to feel that this is a good chance for me to be of help, of building the community, of building the whole system. And so I didn't think of pay at all. I kept on going with the idea that I will work for this, this, this. Like, for example, that boy who couldn't learn, became a farmer. I feel good. And even in Honolulu, I think quite a number of these rascals became good contractors. They're making lot of money. And it's bad for me to say this, but many times I'd go to a meeting or places, "Hello, Mr. Kanda, how are you?" And I cannot recall who this guy is. Must have been my former students, you know.

Many of the staff members of Farrington High School became principals and whatnot. Kenneth Omura is in the district office, and Nakata is in the state office, and many others.

WN: Nakata?

SK: Nakata. June Leong was curriculum director at Farrington High School. She came up to the district office, too, as a district superintendent. And Gordon Kushimaejo. And Josh Agsalud is with Governor [John] Waihee. Herbert Morioka, Richard Ooka, Laurence Shimazu, Lydia Enoki. I think Lydia Enoki's relative is Dr. Enoki over at the district office. George Omura became a head of some kind of a system whose office was down at Moanalua. Koki Tamashiro, Akiyoshi Hayashida—he passed away—and Kenichi Kawaguchi, Morris Kimoto. I think, if I'm not mistaken, he's a principal. Haruo Oda, Lloyd Kawahara. Many of them went to the University [of Hawai'i] to teach, and many of them became leaders in education. So really, the members of the staff of Farrington High was very, very good.

WN: Okay, thank you very much.

END OF INTERVIEW

PUBLIC EDUCATION IN HAWAI'I Oral Histories

Volume I

**Center for Oral History
Social Science Research Institute
University of Hawai'i at Mānoa**

September 1991



"On Wings of Discovery"
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